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ABSTRACT

This national survey of school psychologists was undertaken to provide comprehensive data regarding this professional speciality including such areas as background and training certification requirements, professional affiliation, professional needs and problems, part-time activities, salary and contractual arrangements, psychologist-student services ratios, private practice and future development of the profession. Findings suggest that the role and function of school psychologists appear to be dominated by routine activities of individual diagnosis, report writing and conferences. Critical skills considered to be in need of further development include improved psychological and educational diagnosis, educational programming, behavior modification planning, counseling and professional communication. Definitive clarification regarding current and future role and function, licensing, and certification were the prominent needs and concerns identified by the respondents. The public image of the school psychologists was also emphasized as a matter of national professional concern. Finally, there appears to be a manpower shortage of school psychologists nationally as well as the limited involvement of school psychologists in federally funded projects. (Author/RK)

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NATIONAL, REGIONAL, AND STATE SURVEY OF SCHOOL PSYCHOLOGISTS

William H. Farling
Kenneth C. Hoedt

University of Akron
Akron, Ohio, 44304

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U.S. DEPARTMENT OF
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SUMMARY - ABSTRACT

The national survey of school psychologists was undertaken to provide comprehensive data regarding this professional specialty including such areas as background and training, certification requirements, professional affiliation, professional practice, role and function, involvement in federal programs, professional needs and problems, part-time activities, salary and contractual arrangements, psychologist-student service ratios, private practice and future development of the profession.

The results of the study were analyzed on a national basis, by regions of the country, and for eighteen selected states. Cross tabulations of various stratifications provided sub-group comparisons.

A questionnaire was completed and returned by 3,138 school psychologists from throughout the country, 79 percent of whom were primarily employed by school systems. The information collected revealed much similarity in training, work experience, professional practice, part-time activity, and professional concerns and needs.

The role and function of school psychologists appeared to be dominated by routine activities of individual diagnosis, report writing and conferences. Critical skills considered to be in need of further development included improved psychological and educational diagnosis, educational programming, behavior modification planning, counseling and professional communication.

Definitive clarification regarding current and future role and function, licensing, and certification were the prominent needs and concerns identified by the respondents. The public image of the school psychologist was also emphasized as a matter of national professional concern.

The relatively high psychologist-student service ratios suggested a critical manpower shortage in school psychology of national scope.

The extent to which school psychologists were involved in federally funded programs suggested that the profession has not been a major participant in federally supported projects. The role of those school psychologists involved in federal programs was largely limited to that of evaluator.

Recommendations of the study included:

1. That a comprehensive program of in-service workshop training for school psychologists be planned by the profession and implemented by federal and state governments through such a vehicle as the Educational Professional Development Act, in order to provide further development of the critical skills identified in the survey.

2. That a national effort by professional school psychologists be made to examine and clarify the current and future role and function of the school psychologist in terms of anticipated educational and mental health needs of students.

3. That a national program for manpower recruitment and training be designed by the profession and supported by federal funding to reduce the apparent professional shortages in school psychology as revealed in the high psychologist-student service ratios

4. That a national program of inter-state reciprocity regarding licensing and certification of school psychologists be formulated by national professional groups in conjunction with state departments of education.

5. That national training and accreditation standards and guidelines be developed to provide for the most efficient and effective production and practice of school psychologists.

CHAPTER I

PROBLEM AND OBJECTIVES

The history of school psychology has been one of isolated islands of development around the country with virtually no intercommunication. Statewide professional groups have been formed to develop school psychology but have been variously limited by a dearth of adequate professional resources, lack of national support and leadership, and by the existence of locally restrictive approaches and attitudes regarding school psychological services. Over the years questions have evolved out of each isolated area pertaining to the role and function of the school psychologist, the nature and extent of training, and the potential of the profession. Local and state groups have reflected concern about difficult problems locally and have revealed anxiety about how school psychology will meet the expanding educational and mental health needs of school children.

While there has been a rapid increase in the number of school psychologists working in the field, lack of adequate communication and information has had serious ramifications. Proceedings of the Bethesda Conference on Problems and Issues in School Psychology (1964), indicated that:

> "....it has been difficult for governmental and other agencies in a position to support training in mental health programs to know what to expect of school psychology since, from their perspective, no firm trends have been discernible".

It is very possible that trends are developing in school psychology but lack of adequate communication has kept them blurred.

Establishment in St. Louis on March 14, 1969, of the National Association of School Psychologists (NASP) provided a vehicle for communication among practicing school psychologists. Representatives from all geographical areas of the United States, meeting in St. Louis, agreed that the first major activity of the new organization should be to undertake a major status study of school psychology. Accordingly, they made available to Doctors William Farling, Advisor to School Psychologists, and Kenneth C. Hoedt, Coordinator of Research, College of Education, The University of Akron, their mailing list of approximately six thousand names.

This was the largest up-to-date list of active school psychologists ever compiled representing practitioners from all parts of the country.

The purpose of the status study of school psychology was to make a comprehensive status survey of school psychologists in the United States to determine trends with respect to:

1. Role and functions
2. Areas of responsibility
3. Direction school psychology should be going
4. Training
5. Contract and remuneration policies
6. Involvement in Federal Programs
7. Certification

The need to evaluate the role of the school psychologist, the areas of responsibility assigned to school psychologists and the direction of school psychology for the future, were major issues at the Thayer Conference of 1954 (Cutt, 1955) and of the Bethesda Conference of 1964 (Bardon, 1965). At neither conference was there available a concise statement of what school psychologists in the field were doing, what should be expected of them or what basic needs existed in the profession at local levels.

Conclusions and recommendations of the Bethesda Conference, published by Jack I. Bardon, President-Elect of Division 16, APA, included,

> "It is recommended that encouragement be given to the study of school psychology based on the collection of relevant fact about this developing professional specialty. State departments of education and school psychologists in the field should also become involved in self-study with emphasis on role, changes in role and characteristics of school psychologists under differing working conditions." (Bardon, 1965).

As of the Spring of 1969, a national unbiased collection of these relevant facts had not been made. Inglis (1959) surveyed administrators, teachers and school psychologists in Sacramento County, California; Gross and Bonham (1966) investigated national entry requirements into school psychology; Styles (1965) surveyed teachers in twenty-eight Southwest Ohio schools on the perception of the school psychologists role; the California Association of School Psychologists and Psychometrists surveys its members each year, (Unpublished); the Ohio Division of Special Education, The Ohio School Psychologists Association and the Department of Psychology, Xavier University (1967) sent a comprehensive questionnaire to Ohio School Psychologists; Dunn (1964) surveyed all Michigan school systems of over five thousand pupils to determine the extent of employment of School Diagnosticians; Flax and Anderson, (1966) sent questionnaires to all school psychologists in Colorado. These and similar surveys all suffered from a narrowness of scope in terms of the areas investigated and/or the populations sampled.

This deficiency is understandable considering that neither a large comprehensive mailing list of school psychologists nor adequate funds had been available to initiate a large comprehensive survey.

Review of all available information pertaining to professional school psychology made it apparent that there was a pressing need for a comprehensive material status study of this occupational specialty.

CHAPTER II
METHODS AND PROCEDURES

Initial activities of the National Survey of School Psychologists in the Fall of 1969, involved augmenting the available list of approximately six thousand school psychologists by contacting state departments of education and other professional personnel. The mailing list of Division 16 of APA was also secured. Names from these lists were cross-checked with the NASP list already available to the researchers in order that duplication of mailings would be avoided. The final mailing list included 9,223 names, as compared to approximately 6,000 names when the study was initiated.

A tentative survey instrument covering demographic data, role and function, training, areas of responsibility, certification, contract policy and the future direction of school psychology was developed.

During the Winter of 1969, a pilot study was conducted to verify the clarity and precision of the questions. Participants in the pilot study included 35 school psychologists meeting at a NASP executive session in Chicago. The background of the participants encompassed persons assigned to public schools, state departments of education, and universities. Formal education of the pilot participants included psychologists with Doctoral, Master, and Bachelor Degrees. Prior to administering the survey to the pilot group, it had been reviewed by members of the NASP Research Committee.

Written and verbal comments by the pilot group resulted in the survey being revised. A second pilot study was conducted using as participants thirteen school psychologists from the Akron area of Ohio. Again, comments were solicited and the questionnaire was revised a third time, and a third pilot study was conducted on a population of eight school psychologists.

The staff of the University of Akron Computer Center reviewed the questionnaire for data recording problems; adjustments were made as required.

A final draft of the questionnaire was prepared and processed through the Department of Health, Education and Welfare Regional Office, Region V.

Prior to mailing the survey, letters were sent to 144 directors of school psychology programs in state departments of education, officers of state and national organizations, and university trainers of school psychologists describing the survey to be conducted and requesting their help in promoting a large return. (See Appendix A)

The survey, with an introductory letter and return envelope, was mailed in February, 1970. (Appendix B) Two weeks after the initial mailing, a second letter was sent to state department of education personnel, officers of state and national organizations, and to university trainers again requesting their help in obtaining a large return. Several days after these letters were mailed, a follow-up card was sent to each psychologist on the master mailing list, requesting a prompt return of the survey. (Appendix C) Additional questionnaires were mailed when a survey was returned because of an improper address and when a corrected address was available.

The total N of the mailing was 9432 questionaires of which 850 were returned because of improper addresses. Completed questionnaires were received from 3138 psychologists hence the data to be reported reflects the responses of approximately 33 percent of the total population to whom the survey was mailed; the percent of completed returns, after subtracting those surveys not delivered from the total mailed, was 37 percent.

Each questionnaire returned was coded and inspected to assure that questions had been properly completed. Questions that were incorrectly completed were deleted from the final tabulation. Eighty-seven percent of the surveys returned were found to be free of error. All inspected questionnaires were sent to the data processing laboratory for key punching of coded responses on IBM cards. Written comments on the questionnaires were tabulated by a project assistant.

A computer program was written to run cross tabulations on the following specific variables of the National Survey of School Psychologists in addition to a general tabulation:

1. Professional Memberships (APA, NASP, State School Psychologists, State APA)
2. Non-school APA members
3. Psychologists with an elementary school background
4. Psychologists with a secondary school background
5. Educational background: Bachelor's Degree, Master's Degree, Master's Degree + 30 semester hours, Specialist's Degree, and Doctoral Degree
6. Pupil enrollment in the school district being served, under 3000, 3000 - 7999, 8000, 12999, 13000 - 17999, 18000 - 22999, 23000 - 27999, 28000 - 32999, 33000 - 37999, 38000 - 57999, 58000, 97999, 98000 - 157,999, 158,000 +
7. Political location of school psychologists employer, - city, town or village, county, combined district

Data were made available in terms of both the number and percent of persons answering each question.

Cross tabulations on all data according to the following geographical regions were also run:

NORTHEASTERN	SOUTHERN	MIDWESTERN	WESTERN
Pennsylvania	Oklahoma	Ohio	Washington
Maryland	Texas	Missouri	California
New York	Arkansas	Indiana	Idaho
New Jersey	Louisiana	Michigan	Utah
Delaware	Mississippi	Illinois	Arizona
Connecticut	Tennessee	Wisconsin	Montana
Rhode Island	Alabama	Iowa	Wyoming
Massachusetts	Kentucky	Kansas	Nevada
New Hampshire	Georgia	Minnesota	Colorado
Vermont	Florida	Nebraska	New Mexico
Maine	West Virginia	Nebraska	Oregon
Washington, D. C.	Virginia	North Dakota	Hawaii
	North Carolina	South Dakota	Alaska
	South Carolina	Canada	

A decision was also made to run separate tabulations for each state from which fifty or more questionnaires were returned. The following are the states which fell into this category:

New York
Maryland
New Jersey
Connecticut
Ohio
Missouri
Indiana
Michigan
Illinois
Wisconsin
Iowa
Kansas
Minnesota
Florida
Washington
California
Arizona
Pennsylvania

Regional analyses were made in order to determine trends in school psychology in various parts of the country. State breakdowns were provided for the use of individual State Departments of Education and State School Psychologists Associations. The numerical returns for each state and region are provided in Appendix D.

CHAPTER III
NATIONAL DATA ANALYSIS

The responses of the 3,138 participants in the national survey of school psychologists are reported below. Data are reported according to stratifications based upon the respondents' (1) organizational memberships, (2) primary employment, (3) highest degree earned, (4) teaching experience, (5) school system enrollments and (6) the political location of school systems. In addition, the total unstratified responses are reported. The number of respondents reporting in the respective categories are presented for each stratification. Reactions of the total population and the stratified sub-populations to each question are reported in terms of percentages.

Interpretation of the data presented below should take into account that for some questions the combined percentages will be greater than 100 because respondents were able to react to more than one part of a question. Total percentages below 100 resulted from questionnaire returns on which selected questions were answered, while others were left blank.

Data in Table 1 includes the total and stratified population responses to the three inquiries presented below.

> Circle one number at the right that corresponds to whether you are primarily (1) self employed; (2) work for a school system; (3) work for a state department of education; (4) work for a mental health institute, clinic, hospital, etc.; (5) teach at a college or university.
>
> Circle the number at the right indicating your sex: (1) Males; (2) Female
>
> Indicate your present age __________.

Inspection of this data will show that with the exception of one sub-population (non-school APA members) a majority of the returns were from psychologists whose primary work responsibility was to a school system. The second most often reported center of employment for respondents was the university or college setting. The reader's attention is directed to the column heading, Primary Employment; review of the number of people in each sub-population of this category will show that, of the total 3, 138 respondents, 2,464 considered a school system their primary employer.

Because of retrival problems data related to questions 13, 14, 15, and 17 are not reported in Chapter III.

A division of the respondents according to sex showed that 59 percent of the returns were from men. A majority of respondents from all organizations were male. This trend was most apparent among APA and State APA returns. The split in returns from males and females was closest in NASP where 52 percent were from men and 47 percent were from women. The data suggests a slight trend for men to seek more formal preparation beyond the Master's Degree than women.

Few marked differences in age were noted among the various sub-populations. A majority of the total group responding reported being between 35 and 49 years of age. College teachers were the oldest group with only ten percent 34 years of age or younger. Among the sub-populations, there was no clear indication of one group having a different average age from the others.

Data from the statement requesting respondents to

> circle the numbers at the right corresponding to the organization memberships you presently have: (1) APA (Member or Associate); (2) State APA Association; (3) NASP; (4) CEC; (5) APGA; (6) State Sch. Psy Assn.

are reported in Table 2 and indicate the organizational membership patterns of the total and stratified populations. Upon inspection of this Table, it becomes immediately evident that large numbers of psychologists have multiple memberships in organizations whose principal concerns are about school age children. One-third of the NASP members responding also reported being on the membership roles of APA; while about one-fourth of the APA members reporting indicated having membership in NASP. A significant percentage of both APA and NASP members belonged to state school psychologists associations; 64 and 74 percent, respectively.

The total number of primarily self-employed psychologists was 71, of whom 76 percent were members of APA. Only 16 percent of this sub-population reported having a membership in NASP. A membership in APA or a State APA association appeared most often if the respondent was self-employed, employed by a mental health institute, or if he taught at a college. When the primary employer was a school system or a state department of education, the respondents reported more memberships in state school psychologists associations than in any of the other organizations. Almost one-third of the 2,464 psychologists whose primary employers were school systems held memberships in NASP. This was the highest percentage of NASP members in any employer sub-population.

School psychologists in educational systems of all sizes were more apt to join a state school psychologists association than any other organization. A higher percentage of school psychologists in very large city school systems belonged to APA than did psychologists from smaller systems.

TABLE 1
NATIONAL DATA STRATIFICATION RELATED TO PSYCHOLOGISTS EMPLOYMENT SEX AND AGE *

		Organizations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
N	3138	526	1309	900	2081	1212	71	2464	75	172	315	49	896	2007	55	115	1171	1162	207	541	367	225	121	105	78	62	119	169	124	130	974	291	516	477
Self Employed	2	9	4	1	2	3	100	0	0	0	0	0	1	2	0	12	2	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
School System	78	15	63	85	82	66	0	100	0	0	0	93	89	75	85	38	83	79	90	97	97	96	95	97	96	93	95	95	95	94	97	97	96	95
State Dept. of Ed.	2	3	1	2	2	2	0	0	100	0	0	2	1	2	1	1	3	2	4	0	0	0	3	1	0	1	1	2	1	1	0	0	2	2
Mental Health Inst.	5	22	9	3	3	9	0	0	0	100	0	2	4	5	7	10	3	4	2	0	0	0	0	0	1	3	0	1	0	0	0	0	0	1
University Staff	10	46	19	7	8	16	0	0	0	0	100	0	0	13	3	34	9	11	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Male Respondents	59	70	64	52	57	63	59	56	66	65	80	51	45	65	40	61	48	68	62	62	62	53	55	66	58	62	64	44	54	53	51	59	64	62
Female Respondents	40	29	35	47	41	36	40	43	32	34	18	48	54	33	60	38	51	31	36	37	37	46	43	32	41	37	35	55	45	46	47	40	35	37
Age Below 25	4	3	3	4	3	3	1	4	5	1	2	14	4	3	7	6	4	3	5	3	4	3	3	1	6	4	5	8	4	3	4	4	4	4
25 - 34	23	13	14	26	21	15	14	24	20	28	8	30	35	18	18	7	15	19	24	25	26	20	20	30	21	27	31	20	21	11	24	20	27	22
35 - 49	50	56	54	49	51	52	49	48	54	50	62	42	43	53	56	47	48	50	46	52	48	54	48	43	57	40	47	43	50	56	47	54	48	50
50 - 64	20	22	24	19	21	25	29	20	17	16	23	12	15	22	18	33	30	23	22	17	20	20	24	21	14	24	15	26	23	27	23	19	18	19
65 +	1	3	2	1	1	2	5	1	2	2	2	0	1	1	0	4	3	2	1	0	0	0	2	1	0	3	0	0	0	0	1	0	1	1

* Data reported in percentages.

TABLE 2

NATIONAL DATA STRATIFICATION RELATED TO ORGANIZATIONAL MEMBERSHIP PATTERNS, HIGHEST DEGREE EARNED AND EDUCATIONAL PLANS*

		Organi-zations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
APA	41	100	100	33	40	72	76	33	34	74	80	6	23	48	30	88	35	36	36	31	36	30	33	25	34	35	38	34	46	48	32	47	32	33
State APA	38	75	66	32	37	100	67	32	45	65	63	8	27	42	34	70	34	34	31	29	33	32	38	35	34	46	42	30	41	42	31	38	33	36
NASP	28	17	22	100	32	23	16	31	24	18	20	24	31	28	34	13	29	30	28	32	30	29	35	39	35	40	27	39	40	17	35	30	28	29
CEC	28	26	27	38	29	31	15	28	41	23	33	24	24	31	21	25	34	29	24	29	29	33	38	36	39	33	27	27	25	29	30	17	34	31
APGA	14	19	16	14	14	14	14	13	16	11	28	6	8	17	23	20	18	22	14	11	13	16	16	13	12	4	6	13	8	21	13	10	12	12
State Association	66	53	64	74	100	64	59	69	70	43	56	51	64	68	63	60	71	68	65	68	75	72	76	75	69	70	73	69	66	75	76	59	72	65
Bachelor's	1	0	0	1	1	0	0	1	1	0	0	100	0	0	0	0	2	0	0	1	1	2	0	0	2	4	0	2	1	1	1	0	3	1
Master's	28	10	16	31	27	20	16	32	22	25	2	0	100	0	0	0	27	23	28	32	29	27	34	33	34	24	40	36	28	16	31	24	32	33
Specialist	1	1	1	2	1	1	0	1	1	2	0	0	0	0	100	0	2	2	0	2	1	3	0	3	3	1	1	0	3	0	1	2	0	3
Doctorate	3	12	7	1	3	6	19	1	2	6	12	0	0	0	0	100	3	4	0	2	1	1	1	0	5	0	5	2	1	3	2	1	1	1
Master's + 30 **	63	75	74	62	65	70	63	61	72	65	83	0	0	100	0	0	66	68	70	61	65	65	61	62	53	69	51	57	64	78	62	71	61	59
Working for Ms-Yes	1	0	0	1	1	0	0	1	0	0	0	77	0	0	0	0	2	0	0	2	1	1	1	0	1	3	0	2	2	0	1	0	2	1
-No	0	0	0	0	1	1	0	1	0	1	0	16	0	1	3	0	1	1	0	1	1	3	1	1	3	1	1	1	1	0	1	0	2	1

(continued)

TABLE 2 (continued)

	Organi-zations						Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Plan to get Ms-Yes	1	0	0	1	0	0	0	1	0	0	0	73	0	0	0	0	2	0	0	2	0	1	0	0	0	3	0	2	1	0	1	0	2	1
-No	0	0	0	0	0	0	0	0	0	1	1	8	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0
Undecided	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Working for Sp.-Yes	4	0	1	5	4	2	2	5	6	1	0	10	8	3	3	0	5	4	7	4	5	3	2	7	6	4	4	8	3	1	5	4	5	4
-No	49	19	36	57	50	40	19	56	52	36	7	61	74	41	27	1	52	46	56	59	52	60	57	58	56	61	57	55	55	50	57	50	59	58
Plan to get Sp.-Yes	3	0	1	4	3	1	2	4	4	0	0	10	7	2	1	0	4	4	2	4	3	2	2	7	5	3	1	7	3	2	4	2	5	3
-No	34	17	28	37	35	30	11	38	40	28	6	40	46	31	18	1	33	30	39	40	32	36	42	42	41	48	42	36	41	33	36	37	44	37
Undecided	13	2	6	18	12	8	8	15	8	8	0	20	23	9	3	0	15	13	16	16	15	19	12	12	16	8	15	15	14	12	18	10	12	18
Working for PhD-Yes	15	8	14	15	15	13	5	16	20	10	7	6	10	18	12	0	13	16	16	16	20	14	13	17	8	20	11	13	19	16	13	19	18	16
-No	45	15	30	53	46	35	19	53	40	31	5	65	73	35	30	0	49	42	51	54	46	56	53	60	52	58	57	53	48	46	56	44	53	54
Plan to get PhD-Yes	12	4	7	14	11	8	4	13	20	13	2	20	18	10	3	0	9	11	17	16	11	9	9	14	11	11	8	11	12	12	12	13	15	11
-No	24	10	19	24	24	21	11	28	22	15	1	34	36	19	12	0	29	22	28	25	22	31	32	26	26	33	32	28	26	24	30	22	26	26
Undecided	18	4	10	24	19	12	9	21	8	11	3	22	29	14	21	0	20	16	18	24	20	24	21	26	24	19	20	21	17	23	23	19	20	25

* Data reported in percentages.

** Determined through cross tabulation of data between questions six and eight of the survey (see Appendix B).

Data obtained from the following questions are reported in Table 2 or discussed in the paragraphs below.

> Circle at the right the one number corresponding to the highest degree you have earned. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate.
>
> SKIP QUESTION BELOW IF YOU HAVE A MASTER'S DEGREE OR HIGHER
>
> Circle at the right the number of the correct answer:
> (a) Are you working toward a Master's Degree? (1) Yes; (2) No
> (b) Do you plan to obtain a Master's Degree? (1) Yes; (2) No; (3) Undecided
>
> SKIP QUESTION BELOW IF YOU HAVE A DEGREE ABOVE THE MASTER'S LEVEL
>
> (a) Are you working toward a Specialist's Degree? (1) Yes; (2) No
> (b) Do you plan to work toward a Specialist's Degree? (1) Yes; (2) No; (3) Undecided
> (c) Are you working toward a Doctorate Degree? (1) Yes; (2) No
> (d) Do you plan to work toward a Doctorate Degree? (1) Yes; (2) No; (3) Undecided
> As accurately as you can and in the space provided, record the exact number of hours of graduate work you have taken beyond your Master's Degree in each of the following university departments.
> Semester Hours: Education_____ Sociology_____
> Psychology_____ Other _____
> Quarter Hours: Education_____ Sociology_____
> Psychology_____ Other _____

These questions were concerned with past, current, and future involvements of the respondents to prepare themselves at various professional levels.

Inspection of Table 2 will show that 62 percent or more of the responding membership of the four organizations (across which the data were stratified) reported having at least a Master's Degree plus thirty additional semester hours. APA members had the highest percentage of psychologists with a Doctoral Degree although the percentage of psychologists with Doctoral Degrees in any single sub-population was quite small. This reflects the relatively small number of Doctorates on the mailing list.

A Bachelor's Degree was generally rejected as sufficient training for entry into school psychology, as indicated by the fact that only one percent of the total population reported their highest earned degree at that level. Approximately the same percentage indicated they were working toward, and planned to earn, a Master's Degree.

Four percent of the total population indicated they were working toward a Specialist's Degree, three percent planned to obtain such a degree, and thirteen percent were undecided. Generally, there were no important differences among the sub-populations with respect to the percent of psychologists working, or planning to work, toward a Specialist's Degree.

Fifteen percent of the psychologists who returned questionnaires indicated that they were working toward a Doctor's Degree, 12 percent planned to work toward such a degree and 18 percent were undecided. Among non-terminal degree holders in APA, NASP, State School Psychologists, and State APA associations, the respective percentages working toward a Doctoral Degree were 14, 15, 15, and 13; the percent of respondents planning to obtain a Ph.D. in each category was 7 in APA, 14 in NASP, 11 in state associations, and 8 in State APA associations; the percentages for those undecided about the Doctorate ran 10, 24, 19 and 12, for the four respective organizations. A slight trend may be noted for NASP members to be more positively oriented toward the terminal degree. Most respondents, however, expressed no interest in obtaining the doctorate.

Table 3 provides percentage data regarding major academic fields for earned degrees.

Psychologists' responses to the questions:

> During the past year have you elected a course for credit at a college or university? (1) Yes; (2) No
> During the past two years have you attended a continuing (three or more related meetings) organized professional development program in which you were not a speaker? (1) Yes (2) No.

reflect a continuing interest in becoming more effective practitioners (Table 4). While the data reported above does not indicate a strong trend toward obtaining a Doctoral Degree, there was much evidence that psychologists responding to the questionnaire were continuing their training in formally organized situations. It is to be particularly noted that, with the exception of non-school APA members, 66 percent, or more, of the respondents in the sub-populations had attended a continuing professional development program during the two years prior to receiving the survey questionnaire.

TABLE 3
NATIONAL RESPONSES REGRADING MAJOR ACADEMIC FIELDS FOR EARNED DEGREES*

Degree	Major	Nat'l Grand Total N = 3212	Nat'l Total School Personnel N = 2397	Nat'l Total Non-School Personnel N = 815
Bachelor's	Education	21	21	19
	Psych.	35	35	35
	Other	40	39	44
	No Response	4	5	2
Master's	Education	33	33	33
	Psych.	56	56	57
	Other	9	10	7
	No Response	2	1	3
Specialist's	Education	2	2	2
	Psych.	13	14	10
	Other	1	1	2
	No Response	84	83	86
Doctorate	Education	5	3	11
	Psych.	18	12	37
	Other	1	1	2
	No Response	76	84	50

* Data reported in percentages.

TABLE 4
NATIONAL DATA STRATIFICATION RELATED TO RECENT COLLEGE COURSE ELECTIONS AND IN-SERVICE TRAINING*

		Organizations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Elected College Course in Past Year - Yes	37	16	27	43	37	27	18	42	46	18	13	59	40	37	47	6	39	37	44	40	38	37	47	48	37	43	35	49	44	30	41	38	41	41
- No	61	80	71	54	60	71	74	56	53	79	83	40	57	61	52	85	60	61	55	58	60	61	52	51	58	54	63	49	54	68	57	61	57	57
3 or More Related Meetings - Yes	76	68	74	79	79	76	66	78	76	72	65	71	76	77	70	66	80	80	76	79	79	79	82	81	70	80	78	81	83	83	82	73	78	79
- No	20	28	22	18	17	21	32	18	22	24	31	28	21	19	25	27	17	17	21	17	17	17	12	18	21	17	18	17	16	13	15	23	18	17

* Data reported in percentages.

The extent to which various referral agencies were used by members of the sub-populations is reported in Table 5. Data in this Table were collected when responses to the following request were tabulated:

> Circle at the right the numbers that correspond to services you have made referrals to during the past year.
> (1) Family Services; (2) Juvenile Court; (3) Agency for unwed mothers; (4) Diagnostic Clinic; (5) Reading Clinic; (6) Welfare Board; (7) Private Psychologist; (8) Private Psychiatrist; (9) Detention Home; (10) Tutorial Service; (11) Dentist; (12) M. D. General; (13) M. D. Neurologist; (14) Institutionalization; (15) M. D. Eye-Ear

Inspection of Table 5 will show that all sub-populations took extensive advantage of referral possibilities. Among the more widely used referrals were Family Services, Diagnostic Clinics, M. D. (general), and M. D. (neurologist). Referrals to Dentists, Detention Homes, and Agencies for unwed mothers were seldom used. Psychologists with Doctoral degrees were less apt to make referrals than were psychologists at lower degree levels. Across organizational sub-groups, the only important difference in the percent of psychologists who made referrals to a particular service was that fewer members of APA and State APA groups made referrals to general medical practitioners. It may also be noted that generally fewer non-school APA members made referrals than other stratified populations evaluated.

Data in Table 6 contain the school certification pattern of psychologists responding to the request to:

> Circle at the right the numbers that correspond to areas in which you are or have been certified or licenses to work in a school.
> (1) Elem. Teach.; (2) Sec. Teach.; (3) Counselor; (4) Admin.; (5) Visiting Teach.; (6) Sch. Psych.; (7) Speech Therapist; (8) No certification or license (past or present) in above areas.

Inspection of Table 6 will show that the respondents were generally school oriented at one juncture in their careers and that multiple certification in specific educational fields, in addition to being certified as a school psychologist, was not uncommon. The most frequently held certification, other than school psychologist, was in the areas of secondary teaching. The high percentage of nonschool APA members who have or had been certified to practice in a school system is noteworthy.

Responses to the request to:

> Circle at the right the one number corresponding to the minimal degree requirement you feel should be required of school psychologists working full time for a school system. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate

TABLE 5
NATIONAL DATA STRATIFICATION RELATED TO UTILIZATION OF REFERRAL SERVICES*

		Organizations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
SERVICES	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Family Services	71	50	68	74	74	70	61	77	49	60	44	63	71	72	74	55	71	72	68	79	80	83	78	81	79	82	78	78	79	73	80	85	74	78
Juvenile Court	29	16	27	30	32	31	21	32	28	26	13	22	26	32	23	16	30	35	26	37	35	32	32	36	37	37	31	36	26	20	34	34	34	28
Unwed Mothers	9	11	11	9	9	11	21	8	8	14	7	10	6	10	9	8	9	11	8	7	7	11	8	5	11	17	9	12	8	10	9	10	8	8
Diagnostic Clinic	70	54	66	72	73	69	54	75	54	54	53	44	71	71	70	55	73	70	74	78	79	77	79	76	69	66	69	76	75	70	75	79	76	77
Reading Clinic	52	49	53	54	54	54	52	54	36	43	48	38	49	54	58	47	56	53	42	50	50	52	57	61	62	64	48	60	75	68	59	42	56	52
Welfare Board	26	18	22	27	28	25	23	27	29	34	12	18	24	28	29	15	26	30	32	33	28	32	23	27	28	22	16	25	28	20	26	27	32	29
Private Psych.	52	46	56	52	56	53	56	55	37	38	43	34	49	53	60	53	52	50	53	56	57	59	53	52	60	45	63	60	58	44	55	69	50	56
Private Pschi.	57	52	62	59	59	63	67	59	50	50	46	30	52	60	58	51	57	58	57	66	64	67	57	62	57	53	57	66	58	40	56	76	59	64
Detention Home	8	6	8	7	8	9	5	8	10	11	4	8	5	9	10	5	8	10	7	8	7	6	12	5	14	6	10	11	8	6	8	6	9	8
Tutor	58	49	57	63	60	57	61	61	33	45	46	59	58	58	60	45	60	58	58	61	59	54	58	71	71	62	61	71	70	69	65	61	57	61
Dentist	12	8	10	15	11	10	11	13	16	11	3	8	11	12	20	7	14	14	12	13	10	13	18	17	11	11	8	18	8	10	13	10	14	12
M. D. General	62	43	55	71	66	57	60	68	42	47	34	73	64	62	63	47	65	64	63	73	73	72	72	80	73	67	64	72	62	48	70	61	75	67
M. D. Neurologist	69	52	68	75	73	70	69	75	49	55	42	67	69	70	76	56	69	66	75	80	78	76	74	81	75	74	73	78	79	70	75	85	77	75
Institutionalization	35	35	38	36	37	40	35	34	37	62	23	18	31	37	40	26	35	35	39	35	37	34	35	37	37	37	31	37	37	43	37	40	36	32
M. D. Eye-Ear	46	29	40	55	48	42	36	50	41	34	24	51	48	46	41	29	51	48	49	49	50	50	60	54	52	53	47	62	47	43	51	47	54	49

*Data reported in percentages.

TABLE 6

NATIONAL DATA STRATIFICATION RELATED TO CERTIFICATION, AND MINIMAL DEGREE REQUIREMENTS FOR FULL TIME SCHOOL PSYCHOLOGISTS*

		Organi-zations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Elm. Teacher	39	28	32	41	42	34	40	40	50	23	36	34	39	39	50	41	78	34	34	36	41	42	48	42	50	37	36	42	41	49	45	33	36	39
Sec. Teacher	50	45	44	54	51	47	40	51	52	34	55	30	44	54	56	45	55	90	47	51	50	52	57	55	44	53	53	51	45	52	52	35	56	51
Counselor	43	31	35	42	46	35	36	45	46	23	40	14	35	47	58	33	54	65	43	42	47	49	58	48	41	48	37	42	31	52	48	32	46	45
Advisor	21	17	21	18	23	22	25	21	38	13	21	4	10	26	23	23	31	32	16	20	21	20	24	25	16	25	23	15	22	37	21	15	21	25
Vist. Teacher	3	2	2	3	4	3	1	3	4	4	3	4	2	4	0	2	6	4	3	2	4	4	4	4	2	3	6	2	6	3	3	3	4	5
Sch. Psychologist	91	84	91	92	95	91	90	92	88	86	83	59	87	93	94	86	92	90	94	96	95	96	93	97	98	88	94	88	91	91	92	96	95	94
Spec. Therapist	2	3	3	2	2	3	4	2	6	2	3	4	2	2	1	1	3	2	1	2	3	4	0	1	6	1	5	0	1	1	2	1	3	3
None	2	7	3	2	1	3	4	1	4	7	7	16	2	1	0	6	1	0	0	0	0	0	0	0	1	1	0	3	2	3	2	0	0	0
Bachelors	1	2	1	1	0	1	2	1	1	2	1	6	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	2	0	6	1	0	0	2
Master's	70	52	63	76	73	67	57	74	74	63	44	83	86	65	41	53	71	67	68	73	71	78	75	79	70	88	78	79	82	76	76	65	80	75
Specialist	22	33	26	19	21	24	19	20	24	25	44	8	11	27	54	28	24	26	28	21	23	19	17	19	23	9	18	17	14	9	19	28	16	19
Doctorate	3	8	7	2	2	5	16	3	0	7	6	2	1	4	3	13	4	4	1	4	2	0	4	0	5	1	1	1	2	6	2	5	1	2

* Data reported in percentages.

are recorded in Table 6. It is to be noted that first and terminal degree requirements received very limited support, one percent and eight percent respectively of the total responding population. The only significant support for a Doctoral Degree came from persons who were self-employed. Approximately 22 percent of the total population responding felt the minimal degree requirement to practice in a school should be a Specialist's Degree. The only important deviations from this percentage among the sub-population were that 44 percent of the college teachers and 54 percent of the psychologists who had earned a Specialist's Degree felt that the Specialist's Degree should be a minimal requirement. A Master's Degree was recommended by 70 percent of the responding population as a minimal requirement.

Responses to the request:

> Circle the one number at the right which indicates the extent to which your regular primary employment is devoted to federally funded programs. (1) None; (2) Less than 10%; (3) 10 to 25%; (4) 26 to 50%; (5) 51 to 75%; (6) 76 to 100%

indicated that less than one-half (43%) of all of those included in the survey had some involvement in federally funded programs as a part of their regular primary employment (Table 7). About one-quarter of the total respondents reported that their involvement in federal programs consumed two percent or less of their time on the job; 21 percent indicated that such involvement ranged from ten to one hundred percent of their primary professional work time. The percentage of responses from all school professionals closely approximated those from non-school professionals.

The data contained in Table 8 reflects responses to the request to

> Type or print carefully the complete Federal titles of the programs under which you work and indicate the type of service you perform.

Over one-fourth (27%) of the total respondents revealed that their involvement in federally funded programs was through the Elementary and Secondary Education Act. The remainder of those who indicated federal involvement (14 percent) reported participation in such programs as the Education Professional Development Act, The National Defense Education Act, and the Office of Economic Opportunity. Almost twice as many school personnel than non-school personnel were involved in ESEA programs; whereas, more than three times as many non-school personnel were involved in "other" federal programs of great variety, but with less direct relationship to elementary or secondary education. More than one-half (52%) of the individuals responding indicated that their roles in federally financed programs were those of evaluators (Table 9). Consultative and administrative services constituted the other types of activity most often mentioned. The emphasis in type of

TABLE 7

NATIONAL DATA STRATIFICATION RELATED TO PERCENTAGE OF INVOLVEMENT IN FEDERALLY FUNDED PROGRAMS

		Organizations					Primary Employment					Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
Percent of Time in Fed. Programs	TOTAL	Non-School APA	APA	NASP	State Sch. Psy.	State APA	Self Employed	School System	State Dept. of Ed.	Mental Health Inst.	University Staff	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
None	51	51	53	53	50	52	61	52	26	42	59	57	51	51	54	56	51	50	54	53	53	50	55	48	57	62	49	46	55	48	50	61	52	50
Less than 10%	22	15	21	21	23	21	19	24	20	15	15	16	22	23	20	16	21	25	24	27	28	26	23	23	20	12	29	19	16	22	23	21	27	25
10 to 25	10	13	11	8	10	11	8	9	18	13	11	6	9	10	5	9	11	10	11	9	8	12	9	13	10	9	10	8	10	8	10	8	9	11
26 to 50	4	6	4	4	3	4	1	3	13	6	5	4	3	4	7	4	5	4	3	2	2	4	1	3	0	3	3	7	2	4	4	2	2	3
51 to 75	1	2	1	1	1	1	4	1	1	3	2	4	1	1	5	0	2	1	0	1	0	0	1	0	0	0	0	1	4	1	1	1	0	1
76 to 100	6	7	5	7	6	5	0	6	17	16	4	10	7	6	3	6	7	6	3	3	5	4	7	6	7	6	3	11	8	11	6	2	6	5

TABLE 8

PERCENTAGE OF PSYCHOLOGISTS INVOLVED IN SPECIFIC FEDERAL PROGRAMS*

	ESEA	EPDA	NDEA	OEO	OTHER**	NO RESPONSE
National Grand Total N = 3212	27	1	2	4	7	59
School Personnel N = 2397	30	1	2	5	4	58
Non-School Personnel N = 815	17	4	2	4	15	58

* Data reported in percentages

** Includes programs which due to the uniqueness of the titles reported could not be placed under one of the listed programs.

ROLE AND FUNCTION CHART

After each listed activity, circle the number of the one response in each of Columns A, B and C that best describes:

Column A, Your present primary role as a psychologist or school psychologist.
Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.
Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

KINDS OF ROLE RESPONSIBILITY

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at a university
6. No new trend developing

ROLE AND FUNCTION CHART

	A PRESENT PRIMARY ROLE	B IDEAL PRIMARY ROLE	C CHANGE IN ROLE	D*
ıdividual Psycho-educational Evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
rent and Teacher Conferences	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
ın educational programs based upon your lividual evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
ːpare written reports based upon individ- evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
low-up on students who have been re- red and for whom recommendations have ı made	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
y variations of behavioral management niques	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
ıp Counseling	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
ıdividual Counseling	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Standardized Group Testing	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Evaluate Special School Programs	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Evaluate Regular School Programs	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	

(continued)

ROLE AND FUNCTION CHART

	A PRESENT PRIMARY ROLE	B IDEAL PRIMARY ROLE	C CHANGE IN ROLE	D*
Research (Experimental designs in schools)	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Research (Survey designs)	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
In-Service training of teachers	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	

* Return to the Role and Function Chart you just checked and in Column D number from 1 to 5, in order of the demand made on your working day, the five activities that absorb most of your time. Number 1 represents the most time.

service to federal programs differed between school personnel and non-school personnel with evaluation services more the role of the former and adminstration-instructional services more the role of the latter.

TABLE 9
TYPES OF INVOLVEMENT REPORTED BY PSYCHOLOGISTS IN FEDERALLY FUNDED PROGRAMS

	Evaluator	Instructor	Administrator	Coordinator	Research	Consultation	Counselor	Other
National Grand Total N = 1327	52	7	18	4	4	22	7	2
School Personnel N = 987	58	5	20	3	7	24	7	1
Non-School Personnel N = 340	36	14	27	4	4	21	9	4

Total percentages over 100% due to multiple responses.

Response to the inquiry regarding the types of federally funded programs which school psychology should promote was generally all-inclusive as revealed in Table 10.

Although no consensus pertaining to specific types of programs was apparent, certain areas received somewhat more attention than others, i. e., in-service training to school psychologists, pre-school consultation and counseling, special education and research. There were no notable differences between the suggestions of school and non-school personnel.

General agreement was evident between school personnel and non-school personnel on the issue of crucial skills which school psychologists need to develop in order to provide adequate services (Table 11). Those skill areas most frequently mentioned were psychological diagnosis, educational programming (general and remedial), professional communication, educational diagnosis, behavior modification and counseling.

TABLE 10
PSYCHOLOGISTS REPORT OF TYPES OF FEDERAL PROGRAMS WHICH SHOULD BE PROMOTED*

	Nat'l Grand Total N = 3212	Nat'l Total School Personnel N = 2397	Nat'l Total Non-School Personnel N = 815
Psych. Diagnosis	1	2	1
Educ. Diagnosis	3	3	2
Pre-School Consult. & Counsel.	8	8	6
Elem. Consult. and Counsel.	2	2	1
Sec. Consult. and Counsel.	1	1	1
Group Procedures	1	1	1
Curriculum (Res. & Dev.)	3	3	3
Remedial Programs	5	5	3
Training Prog. (In-Serv.)	9	9	11
Vocational Programs	1	2	1
Gifted Programs	1	1	1
Special Education	7	8	5
EMR in Reg. Class	0	0	0
Behavior Modification	3	3	2
Parental Programs	2	2	2
Community Prog. (Soc-Econ)	1	1	1
Comm. Prog.-Drugs	1	1	0
Comm. Prog-Race	3	3	2
Comm.Prog.-Anti-Soc. Behr.	0	0	0
Medical Programs	0	1	0
Sch. Drop-outs (Res. & Dev.)	0	1	0
Regional Programs	3	3	2
Communication	1	1	1
Research	7	7	8
Other	8	8	7
No Response	55	50	58

* Data reported in percentages.

TABLE 11

PSYCHOLOGISTS REPORT OF CRUCIAL SKILLS NEEDED TO PROVIDE ADEQUATE SERVICES*

	Nat'l Grand Total N = 3212	Nat'l Total School Personnel N = 2397	Nat'l Total Non-School Personnel N = 815
Psych. Diagnosis	35	36	34
Educ. Diagnosis	17	19	13
Projective Analysis	4	4	3
Preventive Procedures	1	1	1
Environmental Appraisal	0	0	1
Treatment Programs	5	5	5
Physiological Assessment	2	2	2
Counseling	16	17	12
Group Procedures	10	11	7
Prescriptive Teaching	7	7	5
Educ. Programming	23	24	22
Behavior Modification	17	18	13
Motivation and Social Modeling	0	0	0
Consultation	10	9	13
Anti-Soc. Behavior Intervention	0	0	0
Drugs	0	0	0
Delinquency	0	0	0
Communication	23	24	21
Minority Programs	0	0	1
In-Service	3	4	3
Research	5	5	4
Other	27	27	27
No Response	14	12	20

*Data reported in percentages.

Responses to the inquiry regarding aspects of school psychology which need national attention were also general and all inclusive as seen in Table 12. The responses were organized into four general areas for reporting purposes. Approximately one-half of all of those who participated in the survey responded to this item of investigation with close agreement between school personnel and non-school personnel on specific areas of need. The area of "professionalism" received the most emphasis with little attention to the areas of skills, programming, and professional knowledge. Within the areas of professionalism, role and function was the most frequently mentioned aspect of school psychology in need of national attention. Licensing and certification, professional programs in diagnostic assessment, and the public image of the school psychologist were also expressed as relatively important points of national concern.

The reaction of survey respondents to the question:

> Write in the single title which you feel should generally be used to designate school paychological personnel nationally.

is reported in Table 13. A majority of the survey participants (59%) favored the title "school psychologist" over a variety of alternatives. A higher percentage of school personnel than non-school professionals preferred the title "school psychologist".

Participants were requested to react to the following chart pertaining to the role and function of the school psychologist.

Views of the respondents are reported in Table 14. The definite emphases of professional activity in current primary role were individual psycho-educational evaluations, preparation of written reports and parent-teacher conferences. One-half of the respondents indicated that individual counseling was also a part of their primary role. Consulting activity was much less frequently reported in current primary role responsibility, with limited indicators that behavioral management and educational programming constituted the most frequent areas of consulting involvement. Nearly one-half of the respondents indicated no responsibilities for regular school program evaluation, research or group testing.

The survey results tended to highlight preparation of reports, parent and teacher conferences, individual psycho-educational evaluations and individual counseling as important professional activities in a consideration of the ideal role for the school psychologist. Greater emphasis was placed on consulting activities in the ideal role projection than was reported as the case in the current role. Regular and special program evaluation, behavioral management and educational program planning were the most frequently identified areas for consulting activity in the ideal role projection of the school psychologist.

TABLE 12
PSYCHOLOGISTS REPORT OF ISSUES WHICH NEED NATIONAL ATTENTION*

		Nat'l Grand Total N = 3212	Nat'l Total School Personnel N = 2397	Nat'l Total Non-School Personnel N = 815
Skills	Psychological Diagnosis	1	1	1
	Educational Diagnosis	1	1	2
	Consultation	1	1	1
Programming	Specific	1	1	1
	General	1	1	2
	Coordination	0	0	0
	Guidance-Counseling	1	1	0
	Curriculum	1	1	1
Professionalism	Role & Function	14	14	12
	Competency	2	2	1
	Organizations	1	1	1
	Case Load	1	2	1
	Licensing & Certification	7	7	6
	In-Service for Sch. Psych.	1	1	1
	Recruitment-Manpower	2	2	2
	Inter-Professional Relations	2	2	1
	Funding	2	3	3
	Training Programs	0	0	0
	Training-Assessment	5	5	6
	Training-Accreditation	3	2	3
	Ethics	1	1	1
	Public Relations	4	4	3
Professional Knowledge	Drugs	1	1	1
	Anti-Social Behavior	0	0	0
	Educational Developments	1	1	0
	Research	2	2	1
Other		8	9	7
No Response		48	47	51

* Data reported in percentages. Percentages add to more than 100 because of some respondents reporting more than one issue of national concern.

TABLE 13
NATIONAL PROFESSIONAL TITLE PREFERENCE*

	Nat'l Grand Total N = 3212	Nat'l Total School Personnel N = 2397	Nat'l Total Non-School Personnel N = 815
School Psychologist	59	61	54
Psychologist	7	7	6
Pupil Personnel Service	1	0	1
Educ. School Psychologist	5	6	4
Psycho-Educational Specialist	1	1	1
Counselor Psychologist	0	0	0
Edcologist	0	0	0
Psychologist in the School	0	0	0
Psychological Consultant	3	3	3
Organizational Title (e.g. NASP)	2	2	1
Other	9	9	9
No Response	15	12	21

* Data reported in percentages.

TABLE 14
NATIONAL RESPONSE TO ROLE AND FUNCTION*

Activity	Present Primary Role					Ideal Primary Role				Change In Role				
	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Teach area at a University	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	No New Trend Developing
Individual Psycho-Educational Evaluations	72	4	7	2	3	48	18	11	1	7	15	8	0	27
Parent and Teacher Conferences	60	15	5	5	1	51	21	5	1	11	11	3	1	30
Plan Educ. Prog. Based upon Evaluations	25	39	7	11	2	23	43	12	1	8	17	9	1	21
Prepare Written Reports	74	2	5	4	2	55	10	8	4	10	5	4	1	34
Follow-Up	44	16	10	13	2	35	23	18	2	8	9	9	2	27
Apply Behavioral Management Techniques	18	40	7	15	3	18	44	12	3	11	20	9	1	15
Group Counseling	24	12	4	39	3	35	26	10	6	15	13	6	2	19
Individual Counseling	51	11	4	16	2	46	21	6	5	13	10	3	2	24
Standardized Group Testing	7	14	11	47	3	2	29	16	30	1	9	7	9	28
Evaluate Special School Programs	12	29	7	33	1	13	47	13	4	6	20	8	2	20
Evaluate Regular School Programs	4	22	3	50	2	8	53	8	9	4	21	5	3	23
Research (Experimental Design in Schools)	10	15	6	47	3	21	34	14	7	9	13	9	2	22
Research (Survey Design)	9	13	4	49	3	14	36	14	10	7	13	8	2	23
In-Service Training of Teachers	27	21	5	27	3	33	33	9	3	15	15	6	1	18

Data reported in percentages.

Data regarding change in the emerging role of the school psychologist provided little definitive information about the degree or direction of change.

Survey participants reported that the activities which absorbed most of their time, in order of demand, included individual psycho-educational evaluations, report writing, and parent and teacher conferences (Table 15).

TABLE 15
NATIONAL REPORT OF MOST TIME CONSUMING ROLES*

	Time Absorbing Activities				
Activity	Personally Perform	Consultant	Coordinate - Administer	No Role Responsibility	Teach areas at University
Individual Psycho-Educational Evaluations	43	8	3	2	1
Parent & Teacher Conferences	5	18	17	8	4
Plan Educ. Prog. Based upon Evaluations	2	4	8	12	7
Prepare Written Reports	2	19	15	8	6
Follow-up	0	1	4	9	14

*Data reported in percentages

Tables 16-17-18-19 present breakdowns of data pertaining to role and function, and most time consuming roles, as viewed by non-school APA members, school employed members of APA and members of NASP. Information relating to the current and ideal role of the school psychologist, as well as data on change in the emerging role, was comparable among the sub-groups with no deviation in any group from the impressions reflected by the total data.

TABLE 16
NON-SCHOOL APA RESPONSES TO ROLE AND FUNCTION*

Activity	Present Primary Role: Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Teach area at a University	Ideal Primary Role: Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Change In Role: Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	No New Trend Developing
Individual Psycho-Educational Evaluations	37	7	8	7	15	35	16	15	2	5	10	10	1	20
Parent and Teacher Conferences	30	15	5	15	7	38	20	7	2	9	11	4	1	19
Plan Educ. Prog. Based upon Evaluations	15	24	5	17	10	21	32	12	2	8	13	7	2	15
Prepare Written Reports	42	6	6	9	12	39	9	14	4	9	5	6	1	25
Follow-Up	18	13	9	23	7	24	18	21	4	7	7	11	1	17
Apply Behavioral Management Techniques	13	21	4	18	12	18	33	11	4	11	16	6	1	8
Group Counseling	16	9	4	31	8	32	18	8	7	13	10	4	2	14
Individual Counseling	36	8	3	13	10	40	13	8	6	11	8	4	4	16
Standardized Group Testing	4	10	6	39	8	3	24	18	20	0	7	6	5	21
Evaluate Special School Programs	9	24	5	28	4	17	35	12	3	6	15	8	1	14
Evaluate Regular School Programs	4	15	2	42	3	11	40	8	6	5	15	6	3	15
Research (Experimental Design in Schools)	10	11	5	33	9	23	25	13	4	7	11	9	2	15
Research (Survey Design)	9	11	3	33	8	18	26	14	5	7	8	8	2	15
In-Service Training of Teachers	22	15	4	19	10	34	22	7	3	13	11	6	1	11

* Data reported in percentage.

TABLE 17

SCHOOL EMPLOYED APA RESPONSES TO ROLE AND FUNCTION*

	Present Primary Role					Ideal Primary Role				Change In Role				
	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Teach area at a University	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	No New Trend Developing
Individual Psycho-Educational Evaluations	60	5	10	3	6	43	19	14	1	6	15	10	1	24
Parent and Teacher Conferences	51	14	7	8	3	47	21	6	1	11	11	4	1	26
Plan Educ. Prog. Based upon Evaluations	21	35	8	13	4	24	39	13	1	9	17	8	1	20
Prepare Written Reports	63	4	7	6	5	49	10	11	4	11	5	5	2	31
Follow-Up	33	16	12	17	3	30	23	20	3	8	10	10	1	24
Apply Behavioral Management Techniques	15	35	8	17	5	18	42	12	3	11	19	9	1	14
Group Counseling	22	12	6	36	4	34	23	9	6	15	14	6	2	17
Individual Counseling	46	11	5	14	5	44	18	6	5	13	11	3	2	22
Standardized Group Testing	4	13	10	46	4	2	27	17	26	1	10	7	8	26
Evaluate Special School Programs	11	29	8	29	2	15	42	13	4	6	21	7	1	19
Evaluate Regular School Programs	5	21	4	46	2	10	48	9	8	4	21	5	3	21
Research (Experimental Design in Schools)	10	15	7	41	5	22	31	14	6	8	13	9	2	21
Research (Survey Design)	8	14	5	44	4	15	34	13	9	7	13	8	2	22
In-Service Training of Teachers	27	20	6	22	5	35	28	10	2	14	14	7	1	17

* Data reported in percentages.

TABLE 18

NASP MEMBERSHIP RESPONSE TO ROLE AND FUNCTION*

Activity	Present Primary Role					Ideal Primary Role				Change In Role				
	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Teach area at a University	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	Personally Perform	Consultant	Coordinate-Administer	No Role Responsibility	No New Trend Developing
Individual Psycho-Educational Evaluations	79	3	6	1	3	52	16	11	0	7	18	8	0	30
Parent and Teacher Conferences	66	15	4	4	1	53	23	4	1	11	11	3	1	35
Plan Educ. Prog. Based upon Evaluations	25	42	6	13	2	23	46	13	1	9	19	8	1	23
Prepare Written Reports	81	1	4	3	2	61	10	7	2	10	5	3	1	41
Follow-Up	48	16	10	13	1	36	25	19	2	9	11	10	1	30
Apply Behavioral Management Techniques	18	45	5	16	2	18	49	12	2	13	23	9	2	14
Group Counseling	21	13	4	46	2	36	28	10	6	18	14	6	2	20
Individual Counseling	51	14	4	18	1	46	24	6	5	15	10	4	3	27
Standardized Group Testing	7	16	12	49	3	1	34	16	30	0	11	7	10	32
Evaluate Special School Programs	11	30	7	37	1	12	51	13	5	6	23	7	2	22
Evaluate Regular School Programs	4	23	3	54	1	7	57	8	10	4	25	4	4	25
Research (Experimental Design in Schools)	11	14	6	51	3	22	36	15	8	12	14	8	2	24
Research (Survey Design)	9	13	5	52	3	15	38	14	10	10	16	7	2	23
In-Service Training of Teachers	27	23	5	29	2	35	34	8	3	18	15	6	1	20

* Data reported in percentages.

TABLE 19

NON-SCHOOL APA, SCHOOL EMPLOYED APA AND NASP MEMBERSHIP REPORTS OF MOST TIME CONSUMING ROLES

	Time Absorbing Activities				
NON-SCHOOL APA RESPONSES	Personally Perform	Consultant	Coordinate - Administer	No Role Responsibility	Teach areas at University
Individual Psycho-Educational Evaluations	24	4	4	1	2
Parent & Teacher Conferences	1	7	7	7	3
Planning Educational Programs	0	2	5	5	4
Prepare Written Reports	1	12	7	4	3
Follow-Up	0	1	2	4	4
SCHOOL EMPLOYED APA RESPONSES					
Individual Psycho-Educational Evaluations	34	8	5	2	1
Parent & Teacher Conferences	5	15	13	7	4
Planning Educational Programs	1	3	7	9	6
Prepare Written Reports	1	15	12	7	4
Follow-Up	0	2	3	8	11
NASP MEMBERSHIP RESPONSES					
Individual Psycho-Educational Evaluations	50	9	3	2	1
Parent & Teacher Conferences	4	20	21	9	3
Planning Educational Programs	2	3	10	13	7
Prepare Written Reports	3	23	16	8	6
Follow-Up	1	2	3	11	16

School psychologists who work full time in a school system were asked to respond to the following inquiries about their employment.

Circle the one number at the right which best indicates the political or government unit to which your employer is attached. (1) city; (2) town or village; (3) county; (4) combined district.

Circle the one number at the right that corresponds to the student enrollment for the school system in which you are employed. (1) Below 3,000; (2) 3,000-7,999; (3) 8,000-12,999; (4) 13,000-17,999; (5) 18,000-22,999; (6) 23,000-27,999; (7) 28,000-32,999; (8) 33,000-37,999; (9) 38,000-57,999; (10) 58,000-97,999; (11) 98,000-157,999; (12) 158,000 +

Indicate the number of full time school psychologists working for your employer.

Circle the one number at the right corresponding to the salary of your basic school contract. (1) $5,000-$6,999; (2) $7,000-$9,999; (3) $10,000-$11,999; (4) $12,000-$14,999; (5) $15,000-$17,999; (6) $18,000-Up.

Circle the one number at the right corresponding to the length of your regular school contract. (1) 9 months; (2) 9 1/2 months; (3) 10 months; (4) 10 1/2 months; (5) 11 months; (6) 12 months

Circle the number at the right which indicates the type of salary schedule under which you are working. (1) Teachers' salary schedule; (2) Teachers' salary schedule plus fixed amount, indexed additional, ratio or other type of arrangement; (3) Administrative salary schedule; (4) Separately negotiated; (5) Other arrangements

Circle the number at the right corresponding to whether your school system receives specific state support for full time school psychologists. (1) Yes; (2) No

Circle the number at the right which indicates whether you are the director of the pupil personnel program in your school system (1) Yes; (2) No

Circle the number corresponding to when you participated in the following activities independent of your regular school contract during the past school year and the present one. Do not circle a number if you have not participated in the activity.

Activities	Evenings	Saturdays	Summer
Regular private diagnostic service	1	2	3
Regular private counseling service	1	2	3
Occasional private diagnostic service	1	2	3
Occasional private counseling service	1	2	3
Teach at a college or university	1	2	3
Work for a public social agency	1	2	3
Part-time service to a school district other than the one to which you are regularly contracted	1	2	3
Work in a reading clinic	1	2	3
Specify other;	1	2	3
Specify other:	1	2	3
Specify other:	1	2	3

Circle the number at the right corresponding to whether your school system would:

Reimburse total expenses for at least one state meeting
(1) Yes; (2) No
Reimburse part of the expenses for at least one state meeting
(1) Yes; (2) No
Reimburse total expenses for at least one national meeting
(1) Yes (2) No
Reimburse part of the expenses for at least one national meeting
(1) Yes; (2) No

Information about the governmental type of school district in which the respondents were employed is contained in Table 20.

Table 21 provides student enrollment figures for the school systems in which the respondents were employed. It is note-worthy that the percentage of responses included a cross section of all school enrollment categories. More than one-quarter (28%) of those responding indicated that only part-time school psychological services were provided in their school districts. The data also indicate that, of those school psychologists working in districts providing full-time services, a majority were prepared at a sub-doctoral level; while, among those school psychologists working in districts with less than full-time services, a majority were trained at the doctoral level. Nearly all of the respondents (95%) who reported employment in districts with part-time services indicated that their primary occupation was college teaching.

TABLE 20
GOVERNMENTAL TYPE OF SCHOOL DISTRICT IN WHICH RESPONDENTS WORKED

		Organi-zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
City	31	24	38	35	25	30	34	30	27	19	36	31	13	35	41	42	42	45	48	53	44	56	57	68	100	0	0	0
Town or Village	9	10	10	8	9	2	7	10	14	2	8	6	34	22	16	11	2	4	0	0	0	0	0	0	0	100	0	0
County	16	12	16	18	14	36	18	15	7	6	15	17	16	18	18	23	33	23	29	17	23	30	34	19	0	0	100	0
Combined Dist.	15	12	15	14	14	12	17	14	27	7	15	15	27	22	22	21	18	25	17	24	30	10	5	11	0	0	0	100

TABLE 21
STUDENT ENROLLMENT OF SCHOOL DISTRICTS IN WHICH RESPONDENTS WORKED

		Organi- zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Below 3000	6	5	6	6	5	4	6	7	3	0	5	6	100	0	0	0	0	0	0	0	0	0	0	0	2	24	6	11
3,000 - 7,999	17	12	19	17	13	20	19	16	20	9	17	18	0	100	0	0	0	0	0	0	0	0	0	0	19	42	18	25
8,000 - 12,999	11	10	12	13	10	10	12	12	7	5	12	10	0	0	100	0	0	0	0	0	0	0	0	0	15	20	13	17
13,000 - 17,999	7	5	7	7	5	10	6	7	12	2	8	8	0	0	0	100	0	0	0	0	0	0	0	0	9	8	10	10
18,000 - 22,999	3	3	4	4	3	0	4	3	1	1	5	4	0	0	0	0	100	0	0	0	0	0	0	0	5	1	7	4
23,000 - 27,999	3	2	4	3	3	0	3	3	7	0	4	3	0	0	0	0	0	100	0	0	0	0	0	0	4	1	4	5
28,000 - 32,999	2	2	3	2	2	4	3	2	5	3	3	2	0	0	0	0	0	0	100	0	0	0	0	0	3	0	4	2
33,000 - 37,999	1	1	2	2	2	6	1	2	1	0	2	1	0	0	0	0	0	0	0	100	0	0	0	0	3	0	2	3
38,000 - 57,999	3	3	3	4	4	2	5	3	3	5	4	3	0	0	0	0	0	0	0	0	100	0	0	0	5	0	5	7
58,000 - 97,999	5	4	7	5	4	10	6	4	1	3	5	5	0	0	0	0	0	0	0	0	0	100	0	0	9	0	9	3
98,000 - 157,999	3	4	5	3	4	4	3	3	7	1	4	3	0	0	0	0	0	0	0	0	0	0	100	0	7	0	8	1
158,000 +	4	4	2	4	4	4	2	5	0	3	5	3	0	0	0	0	0	0	0	0	0	0	0	100	9	0	4	3

Psychologist-student service ratios are revealed in Table 22. Thirteen percent of the respondents reported ratios below 1 to 2,000; approximately one-half (49%) of those reporting indicated ratios of less than 1 to 5,000; fewer than one-fourth (23%) of those reporting indicated ratios in excess of 1 to 6,000.

Table 23 contains salary figures for basic school employment contracts. The data indicate that a majority of the respondents received salaries in the $10,000 to $17,999 range, with the highest frequency category the $12,000 - $14,999 range.

The highest frequency category for Bachelor level training was the $7,000 to $9,999 range and the highest frequency categories for doctoral level training were the $15,000 to $17,999 and the $18,000-plus categories. The highest frequency category for Master's, Master's plus 30, and Specialist training levels was the $12,000 to $14,999 range.

Information pertaining to length of employment contract is listed in Table 24. The data suggest the ten-month contract as the most popular arrangement, with the twelve-month contract the second most frequently reported agreement.

Table 25 presents statistics relative to types of salary arrangements for school psychologists. The teacher's salary schedule plus a fixed amount, indexed or ratio additional, was the salary arrangement most often indicated by the respondents, with administrative schedule and separately negotiated salary as the next most frequently reported reimbursement determinants.

Most of those reporting on the inquiry regarding state support to their school systems for the employment of school psychologists indicated that their districts did receive such state support. (Table 26)

Approximately ten percent of the respondents revealed that their responsibilities as a school psychologist included that of assuming the position of Director of Pupil Personnel Services. The great majority of those reporting indicated no such responsibility.

Table 27 provides information regarding professional services rendered by school psychologists independent of their regular school contracts. The data suggest that most school psychologists do not involve themselves in professional services beyond their regular contractual obligations. Those who do provide independent services appear to favor college or university teaching in the evening and occasional diagnostic services on Saturdays and evenings. The next most frequently indicated private service was occasional counseling service mainly provided in the evening. Regular diagnostic and counseling services independent of school responsibilities seem to be quite

TABLE 22
NATIONAL REPORT OF STUDENT-PSYCHOLOGIST RATIOS*

Students Per Each Psychologist	National N=1406*
0 - 999	3
1,000 - 1,999	10
2,000 - 2,999	15
3,000 - 3,999	18
4,000 - 4,999	3
5,000 - 5,999	28
6,000 - 6,999	3
7,000 - 7,999	3
8,000 - 8,999	2
9,000 - 9,999	1
10,000 - 10,999	5
11,000 - 11,999	1
12,000 - 12,999	1
13,000 - 13,999	1
14,000 - 14,999	0
15,000 & Above	6

* Data reported in percentages.

TABLE 23

NATIONAL REPORT OF SCHOOL PSYCHOLOGISTS SALARIES*

		Organi-zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
5,000 - 6,999	2	0	2	1	0	20	3	1	5	0	2	2	3	2	2	3	0	1	3	11	2	8	0	0	3	1	2	2
7,000 - 9,999	9	4	10	7	6	32	14	6	10	1	8	6	11	9	10	8	14	11	10	12	7	21	16	13	13	12	11	10
10,000 - 11,999	13	7	18	14	9	6	20	11	10	0	13	13	23	21	18	18	16	19	16	22	13	20	15	9	18	13	24	17
12,000 - 14,999	30	23	36	33	27	14	31	31	38	9	33	32	37	44	41	45	48	44	41	35	47	33	41	33	41	40	42	42
15,000 - 17,999	12	16	10	14	14	8	7	15	10	13	13	11	18	16	20	20	13	18	20	11	16	11	14	21	16	24	12	19
18,000 +	4	8	3	5	6	0	1	6	0	12	5	5	4	4	5	4	4	4	5	4	10	5	10	20	5	6	5	6

*Data reported in percentages.

TABLE 24

NATIONAL REPORT REGARDING LENGTH OF SCHOOL EMPLOYMENT CONTRACT*

		Organi- zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
9 Months	5	3	6	5	4	10	7	5	7	0	6	5	9	7	6	5	4	3	12	6	6	14	5	4	9	4	5	7
9 1/2 Months	7	5	9	8	7	10	10	6	12	0	7	6	12	8	14	13	7	11	2	22	5	13	8	2	12	9	7	11
10 Months	30	24	34	32	24	44	34	29	40	15	31	28	42	50	40	45	47	40	41	32	35	27	35	32	42	58	32	42
10 1/2 Months	6	4	6	7	4	2	5	6	0	3	22	6	3	7	10	8	10	12	11	6	11	11	8	3	10	6	6	7
11 Months	8	8	10	9	8	2	8	9	5	7	10	10	11	14	11	9	12	9	16	24	15	7	2	12	11	12	12	11
12 Months	14	15	14	14	15	12	12	15	12	9	14	15	19	11	15	16	17	22	14	6	24	25	38	44	13	8	34	18

*Data reported in percentages.

TABLE 25

NATIONAL REPORT REGARDING TYPE OF SALARY SCHEDULE *

		Organi-zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Teacher	9	6	9	8	8	22	12	8	5	5	9	8	14	10	10	11	6	12	14	20	8	15	20	18	15	13	9	10
Teacher +	31	25	36	35	25	36	32	31	41	14	36	32	31	41	51	49	46	46	44	35	31	46	38	38	50	45	32	40
Administrator	14	14	13	16	14	6	12	15	14	10	16	14	14	14	18	17	26	19	17	22	27	26	29	26	21	13	21	16
Separate	14	12	17	13	14	14	17	13	9	4	11	12	33	27	15	17	11	17	16	17	26	5	6	13	10	25	26	27
Other	3	2	4	3	2	2	4	2	3	2	3	3	5	4	2	2	8	4	5	3	5	5	3	3	1	2	10	3

* Data reported in percentages.

TABLE 26

NATIONAL DATA REGARDING STATE SUPPORT TO PSYCHOLOGICAL SERVICES IN LOCAL SCHOOLS *

			Organizations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
		TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
State Support	Yes	46	36	58	50	43	53	53	44	40	22	49	46	54	62	61	63	64	75	74	66	69	64	58	60	63	60	68	61
	No	24	22	20	26	19	22	22	25	34	13	24	23	41	34	36	32	35	22	24	29	26	30	33	31	32	36	30	34

*Data reported in percentages.

TABLE 27

NATIONAL REPORT OF PRIVATE SERVICES PROVIDED BY FULL TIME SCHOOL PSYCHOLOGISTS *

		Organi- zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Regular Diagnosis-Evening	6	7	7	7	7	4	4	7	1	11	6	5	10	10	8	7	7	10	7	8	7	7	4	8	7	14	7	7
-Saturday	6	8	7	7	8	4	4	7	1	8	6	5	8	9	8	9	9	5	10	11	12	8	4	9	8	12	6	8
-Summers	4	5	6	5	5	6	3	5	5	6	5	4	5	9	6	7	6	7	5	9	6	5	2	6	6	11	4	6
Regular Counseling-Evening	5	7	4	5	6	4	3	5	0	11	5	5	8	9	7	5	5	5	5	6	4	5	3	7	5	14	5	6
-Saturday	3	5	3	4	5	2	2	4	0	6	3	3	5	6	4	5	3	2	2	4	4	2	4	7	4	10	3	4
-Summers	2	3	2	3	3	4	2	3	3	5	2	2	3	6	3	3	2	4	1	4	1	1	2	3	3	9	1	3
Occasional Diagnosis-Evening	13	12	14	14	14	4	12	14	9	4	12	14	22	19	19	17	16	22	8	11	26	8	18	6	15	19	18	19
-Saturday	14	12	18	16	15	6	14	14	12	4	15	15	17	19	19	20	20	20	17	16	26	17	17	15	18	16	19	20
-Summers	7	6	10	8	6	4	7	7	3	1	7	8	11	9	10	10	11	12	6	9	13	7	7	4	9	8	8	10
Occasional Counseling-Evening	9	8	9	10	10	2	8	10	7	4	9	12	15	12	12	12	19	15	10	11	15	9	10	8	10	12	14	16
-Saturday	5	5	6	6	7	4	4	6	3	3	6	7	7	7	8	7	8	10	5	8	10	5	7	9	8	5	9	6
-Summers	3	3	3	4	3	4	2	3	3	0	4	4	5	3	5	5	9	6	1	3	8	4	1	3	5	4	4	5

(continued)

TABLE 27(Continued)

		Organi-zations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Teach at a College-Evening	15	18	15	16	17	6	11	17	5	20	14	17	23	17	22	24	20	27	25	16	28	14	20	23	19	23	22	21
-Saturday	1	1	1	1	1	0	0	1	0	0	2	2	2	1	2	2	1	1	0	1	1	1	0	3	1	2	1	2
-Summers	6	7	5	7	7	2	3	7	0	8	7	8	6	8	9	12	4	8	10	4	11	7	4	10	9	9	7	6
Social Agency-Evening	2	3	2	3	3	2	2	3	1	1	3	3	3	4	5	3	4	5	11	1	1	3	0	0	3	6	3	3
-Saturdays	2	2	3	3	3	0	2	3	0	0	3	2	4	3	4	3	6	6	3	1	0	2	0	0	2	4	3	4
-Summers	2	2	2	3	2	6	3	2	3	0	3	3	1	3	6	5	2	3	0	3	4	4	1	0	3	3	3	5
Other Sch. Dist.-Evening	2	2	3	2	2	0	3	2	1	1	3	2	6	5	4	3	1	4	3	3	1	2	0	0	2	8	2	3
-Saturday	4	4	6	5	5	0	5	5	3	0	5	5	7	7	8	7	7	5	5	8	8	4	4	2	5	6	5	9
-Summers	3	2	4	4	3	2	4	3	1	0	4	3	7	5	5	6	5	4	6	1	4	4	2	1	4	3	5	7

* Data reported in percentage.

limited with very little professional service provided to social agencies or other school districts. Virtually no services of a private nature were reported for reading clinics.

Information relating to reimbursement for professional meeting expenses is presented in Table 28. The data reveal that school systems are most likely to reimburse total expenses for at least one meeting within the state, and/or partial expenses for one state meeting.

Total or partial reimbursement for a national meeting appears to be limited. It seems that city school systems are least inclined to provide reimbursement for meeting expenses, with town/village and county districts apparently more inclined to do so.

TABLE 28
NATIONAL REPORT OF REIMBURSEMENT POLICY FOR SCHOOL PSYCHOLOGISTS PROFESSIONAL MEETING EXPENSES*

		Organizations				Highest Degree Earned					Tchr. Exp.		Student Enrollment												School System Location			
Meeting Expenses	TOTAL	APA	NASP	State Sch. Psy.	State APA	Bachelor's	Master's	Master's & 30	Specialist	Ph D	Elementary	Secondary	Below 3,000	3,000 - 7,999	8,000 - 12,999	13,000 - 17,999	18,000 - 22,999	23,000 - 27,999	28,000 - 32,999	33,000 - 37,999	38,000 - 57,999	58,000 - 97,999	98,000 - 157,999	158,000 +	City	Town or Village	County	Combined District
Total One State - Yes	45	37	49	48	41	36	49	45	40	24	44	46	73	77	65	67	61	63	51	40	57	44	35	28	48	67	74	68
- No	20	16	24	23	16	30	22	20	21	10	24	19	14	15	22	25	26	32	38	45	37	44	46	53	40	19	17	20
Partial One State - Yes	30	26	32	32	26	46	34	28	34	19	30	27	41	37	42	44	41	43	32	58	53	40	35	33	41	43	38	40
- No	11	9	14	12	9	14	10	11	12	4	13	10	7	7	10	12	14	15	19	12	16	27	33	41	24	7	8	10
Total One National - Yes	21	21	28	22	23	12	22	22	20	15	19	22	34	35	28	32	28	26	26	14	37	26	23	17	22	37	36	31
- No	34	26	37	38	27	42	38	32	36	17	37	32	37	35	47	42	48	54	51	56	47	58	54	62	57	36	37	42
Partial One National - Yes	27	23	30	29	26	30	32	26	21	11	25	27	40	42	37	38	34	42	30	33	48	31	33	20	34	43	40	37
- No	21	17	22	24	16	28	21	21	30	13	27	20	20	19	26	31	31	30	35	33	28	38	38	54	38	17	20	28

* Data reported in percentages.

CHAPTER IV
REGIONAL DATA ANALYSIS

School psychology developed in the United States with a very limited amount of communication among field personnel in various geographical regions. When a profession develops under such a condition, a question is raised as to whether the perception of the profession's role, areas of responsibility, needs, and future direction might differ according to geographical regions. To determine whether important differences did accrue in these and other areas of concern, data collected were analyzed according to four geographical regions as described on Page 6.

Returns received from 3,138 participants in the survey were geographically distributed as follows: Region 1, Northeastern States 769, Region 2, Southern States 243, Region 3, Midwestern States 1320, and Region 4, Western States 806. (Appendix D contains a breakdown of the number of returns by state) An analysis of the participants' responses by geographical regions is presented below.

Data related to inquiries regarding the employment pattern of the respondents, their sex and ages, are reported in Table 29. The response patterns of the psychologists from the various regions are quite similar. The major employer in each region was a school system, while the percentage of self employed was very small - between one and two percent. Only in Region 2 was there an important difference in the percent of respondents in various employment categories, as compared to the other Regions. In Region 2, the proportion of school personnel was 58 percent, as compared to 76 percent for the next lowest region. Region 2 also had twice as many respondents in the University Staff employment category, as compared with other individual regions.

Male and female distribution of the respondents was generally the same in the various regions with the exception of Region 2. The pattern was approximately 59 percent of the respondents male and 40 percent female (one percent did not respond). Region 2, however, showed a distribution of 64 percent males and 34 percent females, with two percent failing to respond to the questions.

The age pattern of the respondents was quite similar in the various regions. A majority indicated an age range of between 35 and 49 while relatively few psychologists reported being in the age ranges of 25 and below, or 65 and above. The similarity in the age distribution suggests a parallel growth pattern among the regions. The reader's attention is directed to the data in Table 29 which indicate small differences in the age pattern among the various regions.

TABLE 29
REGIONAL STRATIFICATION RELATED TO PSYCHOLOGISTS EMPLOYMENT, SEX AND AGE*

	TOTAL	REGION I	REGION 2	REGION 3	REGION 4
Self Employed	2	2	2	1	2
School System	78	76	58	79	84
State Dept. of Ed.	2	2	3	2	2
Mental Health Inst.	5	6	8	5	2
University Staff	10	11	23	8	6
Male Respondents	59	59	64	59	56
Female Respondents	40	40	34	40	43
Age Below 25	4	3	2	4	4
25 - 34	23	14	21	29	20
35 - 49	50	56	46	46	50
50 - 64	20	20	26	18	22
65 +	1	3	2	1	0

*Data reported in percentages.

TABLE 30
REGIONAL STRATIFICATION OF ORGANIZATIONAL MEMBERSHIP PATTERNS*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
APA	41	56	64	34	32
State APA	38	50	60	36	24
NASP	28	21	28	40	16
CEC	28	27	22	33	24
APGA	14	11	21	12	20
State Assoc.	66	60	49	64	80

* Data reported in percentages.

Data reflecting the professional membership affiliations of psychologists from the four regions are reported in Table 30. Some differences among the regions are evident. APA and State APA affiliations were particularly high in Regions 1 and 2. The percentage of NASP members was highest in Region 3 and affiliation with a state school psychologists association was highest in Region 4. Excepting Region 2, which was strongly oriented toward APA or State APA affiliations, the highest percentage of respondents from all regions acknowledged membership in a state school psychologists association.

Table 31 provides regional data regarding major academic fields for psychologists' earned degrees.

Data obtained from responses to the following inquiries are reported in Table 32 or discussed in the paragraphs below:

> Circle at the right the one number corresponding to the highest degree you have earned. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate.
>
> SKIP QUESTION BELOW IF YOU HAVE A MASTER'S DEGREE OR HIGHER
>
> Circle at the right the number of the correct answer;
> (a) Are you working toward a Master's Degree? (1) Yes; (2) No
> (b) Do you plan to obtain a Master's Degree? (1) Yes; (2) No; (3) Undecided
>
> SKIP QUESTION BELOW IF YOU HAVE A DEGREE ABOVE THE MASTER'S LEVEL
>
> (a) Are you working toward a Specialist's Degree? (1) Yes; (2) No
> (b) Do you plan to work toward a Specialist's Degree? (1) Yes; (2) No; (3) Undecided
> (c) Are you working toward a Doctorate Degree? (1) Yes; (2) No
> (d) Do you plan to work toward a Doctorate Degree? (1) Yes; (2) No; (3) Undecided

Among the four Regions, the pattern of education in terms of degrees earned was similar. Tabulated by regions, only two percent of the respondents were at the Bachelor's Degree level, one to two percent had earned a Specialist's Degree, and between three and five percent had the terminal degree. The percent of psychologists with a Master's Degree ranged from 88 to 93 percent in the various regions. Between 58 and 74 percent of the respective regional respondents reported having earned a Master's Degree, plus at least an additional 30 semester hours of graduate work.

TABLE 31
REGIONAL STRATIFICATION OF MAJOR ACADEMIC FIELDS FOR PSYCHOLOGISTS' EARNED DEGREES*

Degree	Major	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Bachelor's	Educ.	16	16	16	17	15	20	24	25	21	21	22	19
	Psych.	32	29	40	43	51	33	34	30	33	41	42	37
	Other	33	29	42	39	35	44	45	45	45	40	38	45
Master's	Educ.	28	27	30	28	28	27	40	38	35	32	31	34
	Psych.	65	66	60	57	63	58	56	57	53	49	46	59
	Other	5	5	7	7	6	8	6	5	6	18	21	5
Specialist's	Educ.	2	2	2	3	4	2	2	2	3	1	2	1
	Psych.	20	22	16	7	8	5	10	11	7	14	14	15
	Other	1	1	3	2	2	2	1	1	1	2	1	3
Doctorate	Educ.	7	4	15	9	5	15	4	2	7	4	3	9
	Psych.	21	15	36	30	17	47	16	9	35	16	11	36
	Other	1	1	1	3	1	6	1	1	1	1	1	1

*Data reported in percentages.
Total over 100% due to mulyiple responses.

TABLE 32
REGIONAL DATA STRATIFICATION OF HIGHEST DEGREES EARNED AND EDUCATIONAL PLANS*

	TOTAL	REGION I	REGION 2	REGION 3	REGION 4
Bachelor's	1	0	2	1	2
Master's	28	18	23	35	28
Specialist	1	1	1	1	2
Doctorate	3	4	5	3	3
Master's + 30	63	74	65	58	63
Working for MS Yes	1	0	2	1	1
No	0	1	1	0	1
Plan to get MS Yes	1	0	2	1	1
No	0	0	0	0	0
Undecided	0	0	0	0	0
Working for Spec. Yes	4	3	4	6	2
No	49	43	34	53	53
Plan to get Spec. Yes	3	2	2	5	1
No	34	32	19	34	39
Undecided	13	8	12	16	12
Working for Ph.D. Yes	15	16	11	15	15
No	45	39	29	50	49
Plan to get Ph.D. Yes	12	9	11	13	12
No	24	22	12	26	25
Undecided	18	14	14	20	20

* Data reported in percentages.

While the regional patterns of training in terms of degrees earned were quite similar, there were some differences in terms of the percent of respondents at a particular degree level. Region 1 had the highest percentage of psychologists with a Master's Degree plus thirty semester hours (74%). The percent of respondents from Region 2 in this category was 58. Close inspection of Table 32 will show that Region 1 had the highest level of training, as determined by degrees earned.

Regions in which one or two percent of the respondents were at the Bachelor's Degree level also showed one or two percent of the respondents working toward and planning to earn a Master's Degree. The percent of respondents working toward a Specialist's Degree or planning to work toward such a degree according to Region were: Region 3 - 6% and 5% respectively; Region 2 - 4% and 2% respectively; Region 1 - 3% and 2% respectively; Region 4 - 2% and 1% respectively. While small differences did occur between the Regions, the total percent interested in a Specialist's Degree was so small that no importance can be attached to them.

The percent, by Region, of the respondents working toward a Ph. D., planning to work toward a Ph. D. and undecided at the time they returned the survey is worthy of note in Table 32. These percentages suggest that there is interest in the terminal degree and that this interest is somewhat stronger in Regions 3 and 4 than in the other two Regions.

TABLE 33
REGIONAL DATA STRATIFICATION RELATED TO RECENT COLLEGE COURSE ELECTIONS AND IN-SERVICE TRAINING*

	TOTAL	REGION I	REGION 2	REGION 3	REGION 4
Elected Course in Past Year - Yes	37	29	31	40	42
- No	61	68	65	58	56
3 or More Related Meetings - Yes	76	73	74	77	78
- No	20	23	22	20	17

* Data reported in percentages.

Data reported in Table 33 are psychologists' responses to the questions:

> During the past year have you elected a course for credit at a college or university? (1) Yes; (2) No
>
> During the past two years have you attended a continuing (three or more related meetings) organized professional development program in which you were not a speaker? (1) Yes; (2) No

They reflect a continuing interest in becoming a more effective practitioner. Data indicate that in Regions 3 and 4, slightly more than a third of the respondents had elected a college course during the past year. The percentages were slightly less than a third in Regions 1 and 2. Approximately two-thirds of the respondents in each of the regions acknowledged having attended an organized professional development program of at least three or more meetings during the past two years. As with previous questions, the pattern among the Regions was similar.

The extent to which referral agencies were used by respondents from the various regions is reported in Table 34. Data in this Table were collected when responses to the following request were tabulated:

> Circle at the right the numbers that correspond to services you have made referrals to during the past year.
> (1) Family Services: (2) Juvenile Court; (3) Agency for unwed mothers; (4) Diagnostic Clinic; (5) Reading Clinic; (6) Welfare Board; (7) Private Psychologist; (8) Private Psychiatrist; (9) Detention Home; (10) Tutorial Service; (11) Dentist; (12) M. D. General; (13) M. D. Neurologist; (14) Institutionalization; (15) M. D. Eye-Ear

Inspection of Table 34 will show that practitioners from all regions took advantage of referral opportunities. The general pattern of the use of referral services by respondents in any one region was not radically different from the patterns apparent in other regions. The percentage of respondents from region to region using a particular service did differ in some cases, suggesting some differences in practice from region to region. Examples of these differences are reflected in the fact that only 27 percent of the practitioners from Region 4 used an institutional referral, while 41 percent of the respondents from Region 1 used this referral; 67 percent of the respondents in Region 1 used a private psychiatric referral, while in Region 3, 52 percent of the psychologists made such referrals. It must be emphasized, however, that the general pattern of referral was the same among the Regions.

TABLE 34

REGIONAL DATA STRATIFICATION RELATED TO THE UTILIZATION OF REFERRAL SERVICES*

	TOTAL	REGION I	REGION 2	REGION 3	REGION 4
Family Services	71	72	61	70	75
Juvenile Court	29	30	27	30	27
Unwed Mothers	9	11	11	7	9
Diagnostic Clinic	70	75	66	68	70
Reading Clinic	52	54	61	51	50
Welfare Board	26	26	20	29	22
Private Psych.	52	53	51	47	60
Private Psychi.	57	67	56	52	56
Detention Home	8	10	7	7	7
Tutor	58	54	54	63	54
Dentist	12	10	11	15	9
M. D. General	62	54	57	65	67
M. D. Neurologist	69	73	61	69	69
Institutionalization	35	41	35	36	27
M. D. Eye - Ear	46	43	43	51	41

*Data reported in percentages.

Data in Table 35 contain, by region, the school certification pattern of psychologists responding to the request to

> Circle at the right the numbers that correspond to areas in which you are or have been certified or licensed to work in a school. (1) Elem. Teach.; (2) Sec. Teach.; (3) Counselor; (4) Admin.; (5) Visiting Teach.; (6) Sch. Psych.; (7) Speech Therapist; (8) No certification or license (past or present) in above areas.
>
> Record in the space provided the number of years you have worked part or full time in the following settings independent of a regular school contract you may have had. (Do not count internship time.)

Inspection of Table 35 will show that in all regions, multiple certification in a school related area was evident with better than 90 percent of the persons responding in Regions 2, 3 and 4 certified to teach at either the elementary or secondary school levels. Sixty-nine percent of the respondents in Region 1 were certified to teach at these levels. The only other significant differential among the regions was that 65 percent of the respondents in Region 4 were also certified as counselors. The next highest regional percentage in this category was 42 percent in Region 2. Generally, the pattern among the regions was quite similar. Regional responses to the request to: Circle at the right the one number corresponding to the minimal degree requirement you feel should be required of school psychologists working full time in a school system. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate. 1 2 3 4, are reported in Table 36. Inspection of this data will show that with one exception, Region 1, the percentages of respondents among the Regions favoring a particular level of training were about the same. In Region 1, almost double the percentage of respondents favor a Specialist's Degree as a minimal level as compared to the other Regions. In all regions, a majority of respondents favored the Master's Degree as a minimal entrance level.

Regional responses to the request

> Circle the one number at the right which indicates the extent to which your regular primary employment is devoted to federally funded programs. (1) None; (2) Less than 10%; (3) 10 to 25%; (4) 26 to 50%; (5) 51 to 75%; (6) 76 to 100%

Table 37 indicated that the percentage figure for Regions 3 and 4 closely approximated one another. About one-half of the respondents indicated no involvement in federally funded programs. Approximately one-quarter of those reporting spent less than ten percent of their work time in federally funded programs, with approximately another quarter of the respondents indicating that such involvement consumed from ten to one hundred percent of their primary professional time.

TABLE 35
REGIONAL DATA STRATIFICATION RELATED TO CERTIFICATION PATTERNS OF PSYCHOLOGISTS*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
Elementary Teacher	39	29	34	39	49
Secondary Teacher	50	40	59	54	50
Counselor	43	30	42	37	65
Admin.	21	18	20	20	24
Visiting Teacher	3	3	4	3	5
School Psychologist	91	95	79	88	94
Speech Therapist	2	3	2	2	2
None	2	1	7	2	1

* Data reported in percentages.

TABLE 36
REGIONAL DATA STRATIFICATION REGARDING MINIMAL DEGREE REQUIREMENTS FOR FULL TIME SCHOOL PSYCHOLOGISTS*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
Bachelor's	1	2	2	1	1
Master's	70	57	69	76	74
Specialist	22	34	19	19	18
Doctorate	3	5	6	2	3

* Data reported in percentages

TABLE 37
REGIONAL DATA STRATIFICATION RELATED TO PERCENTAGE OF INVOLVEMENT IN FEDERALLY FUNDED PROGRAMS*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
Percent of time in Federal Program					
- None	51	56	45	53	46
- Less than 10	22	23	12	21	25
- 10 to 25	10	8	13	9	12
- 26 to 50	4	3	5	4	4
- 51 to 75	1	1	2	1	1
- 76 to 100	6	4	16	6	6

* Data reported in percentages.

The percentages for Region 2 showed the greatest discrepancy from the national survey figures, with twelve percent of the respondents indicating less than 10 percent involvement in federal programs, but 36 percent of those responding revealing involvement ranging from 10 to 100 percent.

The percentages for Region 1 also reflected a noteworthy difference from the other regions in that only 16 percent of all those responding reported more than 10 percent involvement of work time in federal programs.

The data contained in Table 38 reflects responses to the request to

> Type or print carefully the complete Federal titles of the programs under which you work and indicate the type of service you perform.

	Federal Title	Type of Service Performed
1		
2		
3		
4		

The percentage responses for Regions 1, 3 and 4 were very close with regard to involvement in specific federal programs. The total percentage figures for Region 2 differed slightly from the other regions in that less than one-fourth of those reporting revealed that their involvement was through the Elementary and Secondary Act, as compared to ESEA figures exceeding one-fourth for the other regions generally. Percentage figures for Region 2 differed markedly from other regional percentages pertaining to involvement in "other" federal programs of great variety, but with less direct relationship to education. The percentage figure for Region 2 was approximately 10% higher than other figures for regions 1, 3 and 4 in the "other" federal program category.

More than one-half of the individuals responding in regions 1, 3 and 4 indicated that their roles in federally financed programs were those of evaluators (Table 39). Only 43 percent of those reporting in Region 2 indicated roles as evaluators, although Region 2 percentage figures for the roles of instructor and administrator in federal programs exceeded other regional figures notably.

Responses to the inquiry regarding the types of federally funded programs which school psychology should promote showed general agreement among all of the regions (Table 40). All four regions gave similar emphasis to those specific types of programs highlighted in the national figures, i.e., in-service training to school psychologists, pre-school consultation and counseling, special education and research.

TABLE 38
PERCENT OF PSYCHOLOGISTS BY REGION INVOLVED IN SPECIFIC FEDERAL PROGRAMS

Federal Title	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total School Personnel N = 697	Region IV Total Non-School Personnel N = 154
ESEA	24	27	14	22	26	17	27	31	19	30	33	18
EPDA	2	0	5	4	1	7	1	0	1	1	0	6
NDEA	0	0	1	2	1	3	1	1	1	4	4	5
OEO	4	5	2	5	5	5	5	5	4	4	3	5
Other*	4	3	9	15	9	24	6	3	16	7	7	11
No Response	66	65	69	52	58	44	60	60	59	54	53	55

* The "other" category included programs which,due to the uniqueness of the titles reported, could not be placed unde one of the listed Federal Programs.

TABLE 39
REGIONAL DATA RELATED TO TYPES OF INVOLVEMENT REPORTED BY PSYCHOLOGISTS IN FEDERALLY FUNDED PROGRAMS *

Type of Service	Region I Grand Total N = 266	Region I Total School Personnel N = 202	Region I Total Non-School Personnel N = 64	Region II Grand Total N = 123	Region II Total School Personnel N = 63	Region II Total Non-School Personnel N = 60	Region III Grand Total N = 539	Region III Total School Personnel N = 393	Region III Total Non-School Personnel N = 146	Region IV Grand Total N = 399	Region IV Total School Personnel N = 329	Region IV Total Non-School Personnel N = 70
Evaluator	52	54	42	43	56	30	55	61	35	52	56	33
Instructor	10	7	19	15	13	18	6	5	10	5	2	16
Administrator	21	20	27	23	11	35	21	19	24	10	7	26
Coordinator	5	5	5	2	0	3	4	4	4	3	2	6
Research	2	1	5	7	8	7	5	5	5	4	4	0
Consultation	23	23	20	22	22	22	21	21	22	24	28	21
Counselor	6	5	8	5	8	2	8	7	10	9	8	14
Other	2	0	5	4	2	7	2	2	4	1	1	1

* Total percentages over 100% due to multiple responses.

TABLE 40

REGIONAL STRATIFICATION OF MAJOR ACADEMIC FIELDS FOR PSYCHOLOGISTS' EARNED DEGREES*

PROGRAM	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Psych. Diagnosis	2	2	1	1	1	1	1	1	1	1	1	3
Educ. Diagnosis	3	3	3	3	3	3	3	3	2	3	3	1
Prep. Sch. Consult. & Counsel	7	7	6	9	10	7	9	10	6	7	7	5
Elem. Consult. & Counsel.	2	2	1	0	0	1	2	2	2	2	2	1
Sec. Consult. & Counsel.	0	0	0	1	1	1	0	0	1	1	1	0
Group Procedures	2	2	0	0	0	1	1	1	1	2	2	1
Curriculum (Res. & Dev.)	3	4	2	5	4	7	3	3	2	4	4	2
Remedial Programs	6	7	4	5	6	4	4	5	2	4	4	3
Training Prog. (In-Serv.)	10	9	10	14	10	19	10	9	10	6	6	6
Vocational Programs	2	2	1	0	1	0	1	2	1	2	2	0
Gifted Programs	1	0	0	0	1	0	1	1	1	1	1	1
Special Education	5	5	5	4	2	7	8	9	4	8	9	5
EMR in Reg. Class	0	0	0	0	0	0	0	0	0	1	0	1

(continued)

TABLE 40 (continued)

PROGRAM	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total Non-School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Behavior Modification	2	2	3	2	1	5	3	4	1	3	4	3
Parental Programs	2	2	3	2	1	3	3	3	1	2	2	1
Community Prog. (Soc-Econ)	2	2	1	2	1	2	0	0	0	0	0	0
Community Prog. - Drugs	1	1	0	0	1	0	1	1	0	1	2	0
Community Prog.- Race	1	0	1	1	1	1	2	3	2	5	5	3
Community Prog. - Anti-Soc. Beh.	0	0	0	0	0	0	0	0	0	1	1	1
Medical Programs	1	0	0	0	1	0	0	0	0	0	0	0
School Drop-outs (Res. & Dev.)	1	0	0	0	0	0	0	0	1	1	1	0
Regional Problems	1	1	1	2	1	4	3	3	2	4	4	3
Communication	1	1	1	1	1	1	0	0	1	1	1	1
Research	7	7	6	7	5	9	7	7	8	9	8	10
Other	10	10	9	11	10	13	7	7	6	8	9	5
No Response	53	51	57	51	53	49	52	49	59	51	49	62

* Data reported in percentages.

The respondents in all of the regional areas revealed agreement on the issue of crucial skills which school psychologists need to develop in order to provide adequate services (Table 41). The national emphases in skill areas reflected those skills emphasized in each of the regions, i.e., psychological diagnosis, educational programming, professional communication, educational diagnosis, behavior modification, and counseling.

Responses to a question, regarding aspects of school psychology which need national attention, indicated no differences among the regions (Table 42). All four of the regions emphasized role and function, licensing and certification, professional programs in diagnostic assessment, and the public image of the school psychologist as relatively important areas in need of national professional attention.

The reaction of survey respondents to the question

> Write in the single title which you feel should generally be used to designate school psychological personnel nationally.

is reported in Table 43. A majority of the survey participants in each region favored the title "school psychologist".

Respondents of the four regions indicated great agreement and very little difference of opinion in their reactions to the question regarding the role and function of school psychologists currently and ideally. The responses of each region were comparable to the national results on this question. The reader is referred to Table 14, Chapter III for a presentation and discussion of the total survey data relating to role and function of the school psychologist. Statistics regarding role and function for each region are provided in the supplementary Regional reports in Appendix E.

School psychologists who work full time in a school system were asked to respond to a variety of inquiries relating to their employment. The requests for information about professional employment included the following:

> Circle the one number at the right which best indicated the political or government unit to which your employer is attached. (1) city; (2) town or village; (3) county; (4) combined district
>
> Circle the one number at the right that corresponds to the student enrollment for the school system in which you are employed. (1) Below 3,000; (2) 3,000-7,999 (3) 8,000-12,999; (4) 13,000-17,999; (5) 18,000-22,999; (6) 23,000-27,999; (7) 28,000-32,999; (8) 33,000-37,999; (9) 38,000-57,999; (10) 58,000-97,999; (11) 98,000-157,999; (12) 158,000 +

TABLE 41
REGIONAL REPORT OF CRUCIAL SKILLS NEEDED TO PROVIDE ADEQUATE SERVICES *

SKILL	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total Non-School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Psychological Diagnosis	34	33	35	36	39	33	38	39	36	31	32	31
Educational Diagnosis	16	17	13	17	21	12	18	20	13	16	17	12
Projective Analysis	3	3	2	3	2	5	4	4	4	4	5	0
Preventive Procedures	1	0	2	1	1	1	1	1	1	0	0	0
Environmental Appraisal	1	0	2	1	0	2	0	0	0	0	0	0
Treatment Programs	5	4	7	5	5	6	5	5	4	4	4	5
Physiological Assessment	3	3	2	2	3	0	2	2	2	2	2	3
Counseling	17	18	14	8	8	8	17	20	11	14	14	13
Group Procedures	11	10	12	8	9	8	9	10	5	11	12	5
Prescriptive Teaching	3	3	3	4	4	4	7	6	5	13	13	11
Educ. Programming	26	26	27	24	27	21	23	23	23	20	21	14
Behavior Modification	10	11	9	17	18	15	18	20	15	19	21	12
Motivation & Social Modeling	1	0	0	0	0	0	0	0	0	0	0	0

(continued)

TABLE 41 (continued)

SKILL	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total Non-School Personel N = 697	Region IV Total Non-School Personnel N = 154
Consultation	10	9	12	16	11	21	7	6	9	12	11	16
Anti-Soc. Behr.- Intervention	0	0	0	0	0	0	0	0	0	0	0	0
Drug Problems	1	0	0	0	0	0	0	0	1	0	0	0
Delinquency Problems	0	0	0	0	0	0	0	0	0	0	0	0
Communication	25	26	23	20	20	20	23	23	20	24	25	20
Minority Programs	1	0	1	0	0	0	0	0	1	1	0	1
In-Service	3	3	1	2	2	2	4	3	4	4	5	4
Research	5	5	4	5	5	5	7	6	4	4	4	5
Other	28	27	30	32	31	35	25	24	26	28	29	21
No Response	13	12	18	15	13	18	14	12	20	15	12	24

* Percent may be over 100 due to multiple responses.

TABLE 42
PSYCHOLOGISTS' REPORT BY REGION OF ISSUES WHICH NEED NATIONAL ATTENTION*

		Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total Non-School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Skills	Psychological Diagnosis	1	1	1	1	1	2	1	1	2	2	2	1
	Educational Diagnosis	1	1	0	4	1	7	1	1	2	2	2	1
	Consultation	2	2	2	1	0	2	0	0	1	1	1	0
Programming	Specific	2	2	1	0	0	1	1	1	1	2	2	1
	General	2	2	2	3	3	3	1	0	3	1	1	1
	Coordination	0	0	0	2	2	1	0	0	0	0	0	1
	Guidance Counseling	1	0	1	0	0	0	1	1	0	2	2	0
	Curriculum	1	1	1	2	3	0	2	2	1	1	1	2
Professionalism	Role and Function	13	12	16	8	8	8	14	15	11	16	17	12
	Competency	3	4	2	2	3	2	2	2	1	1	1	1
	Organizations	1	1	0	2	1	3	2	2	1	1	1	1
	Case Load	2	2	2	1	2	0	1	2	0	1	1	1
	Licensing and Certification	6	6	5	7	7	7	8	9	7	6	7	4
	In-Service for School Psych.	1	1	2	0	1	0	2	2	1	1	1	1

(continued)

TABLE 42 (continued)

		Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total Non-School Personnel N = 697	Region IV Total Non-School Personnel N = 154
Professionalism (continued)	Recruitment - Manpower	2	2	2	4	6	2	2	2	3	1	1	1
	Inter-Professional Relations	3	3	1	2	3	0	2	2	1	1	1	3
	Funding	2	2	1	3	1	5	4	4	3	3	3	3
	Training Programs	1	0	1	0	0	1	0	0	0	0	0	0
	-Assessment	6	5	8	10	11	8	5	5	6	4	4	3
	-Accreditation	1	1	2	2	2	3	3	3	4	3	4	1
	Ethics	2	1	2	0	0	1	1	1	1	2	2	1
	Public Relations	3	4	2	1	2	0	4	4	4	4	4	4
Professional Knowledge	Drugs	1	1	0	0	0	0	0	0	1	1	1	1
	Anti-Social Behavior	0	0	0	0	0	1	0	0	0	1	1	1
	Educational Developments	0	0	0	0	0	0	1	1	1	1	1	0
	Research	2	2	1	2	2	3	2	2	1	2	2	2
Other		7	8	4	10	9	10	8	8	7	10	10	10
No Response		47	47	49	46	45	48	50	49	52	46	44	54

* Data reported in percentages.

TABLE 43
REGIONAL PROFESSIONAL TITLE PREFERENCE*

TITLE	Region I Grand Total N = 776	Region I Total School Personnel N = 572	Region I Total Non-School Personnel N = 204	Region II Grand Total N = 257	Region II Total School Personnel N = 150	Region II Total Non-School Personnel N = 107	Region III Grand Total N = 1328	Region III Total School Personnel N = 978	Region III Total Non-School Personnel N = 350	Region IV Grand Total N = 851	Region IV Total School Personnel N = 697	Region IV Total Non-School Personnel N = 154
School Psychologist	60	60	59	58	63	51	64	67	56	52	53	47
Psychologist	9	10	6	7	7	8	7	6	5	6	6	9
Pupil Personnel Service	1	1	0	0	0	0	1	0	1	1	0	3
Educ. School Psychologist	3	4	2	5	3	7	4	4	3	10	10	8
Psycho-Educational Specialist	1	0	1	1	1	1	1	0	1	2	2	0
Counselor Psychologist	0	0	0	0	1	0	0	0	0	1	1	0
Edcologist	0	0	0	0	0	0	0	0	0	0	0	1
Psychologist in the School	0	0	0	0	0	0	1	0	1	0	0	0
Psychological Consultant	3	2	5	2	3	0	2	2	2	4	4	2
Organizational Title (e.g. NASP)	0	0	0	1	1	0	2	2	1	3	3	1
Other	9	8	12	15	14	17	7	7	7	10	11	8
No Response	15	15	15	14	10	21	14	10	24	15	13	25

*Data reported in percentages.

Indicate the number of full time school psychologists working for your employer.

Circle the one number at the right corresponding to the salary of your basic school contract. (1) $5,000-$6,999; (2) $7,000-$9,999; (3) $10,000-$11,999; (4) $12,000-$14,999; (5) $15,000-$17,999 (6) $18,000-Up

Circle the one number at the right corresponding to the length of your regular school contract. (1) 9 months; (2) 9 1/2 months; (3) 10 months; (4) 10 1/2 months; (5) 11 months (6) 12 months.

Circle the number at the right which indicates the type of salary schedule under which you are working. (1) Teachers' salary schedule; (2) Teachers' salary schedule plus fixed amount, indexed additional, ratio or other type of arrangement; (3) Administrative salary schedule; (4) Separately negotiated; (5) Other arrangements

Circle the number at the right corresponding to whether your school system receives specific state support for full time psychologists. (1) Yes; (2) No

Circle the number at the right which indicates whether you are the director of the pupil personnel program in your school system. (1) Yes; (2) No

Circle the number corresponding to when you participated in the following activities independent of your regular school contract during the past school year and the present one. Do not circle a number if you have not participated in the activity.

Activities	Evenings	Saturdays	Summer
Regular private diagnostic service	1	2	3
Regular private counseling service	1	2	3
Occasional private diagnostic service	1	2	3
Occasional private counseling service			
Teach at a college or university	1	2	3
Work for a public social agency	1	2	3
Part-time service to a school district other than the one to which you are regularly contracted	1	2	3
Work in a reading clinic	1	2	3
Specify other:	1	2	3
Specify other;	1	2	3
Specify other:	1	2	3

Circle the number at the right corresponding to whether your school system would
Reimburse total expenses for at least one state meeting
(1) Yes; (2) No
Reimburse part of the expenses for at least one state meeting
(1) Yes; (2) No
Reimburse total expenses for at least one national meeting
(1) Yes; (2) No
Reimburse part of the expenses for at least one national meeting (1) Yes; (2) No

National and regional data regarding the governmental type of school district in which the survey respondents were employed are contained in Table 44.

TABLE 44

REGIONAL BREAKDOWN OF GOVERNMENTAL TYPE OF SCHOOL DISTRICT IN WHICH RESPONDENTS WORKED*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
City	31	17	12	37	38
Town or Village	9	24	0	5	4
County	16	14	33	14	16
Combined District	15	14	8	14	19

* Data reported in percentages.

National and regional student enrollment figures for the school systems in which the respondents were employed are contained in Table 45.

The percentage of survey participants contained in Tables 44 and 45 suggests that the survey responses represent a cross section of school districts and school enrollment categories for each of the four regions.

The numbers of full time psychologists employed in the school districts of the survey participants are presented on a national and regional basis in Table 46. Data for Regions 1, 3 and 4 are similar; approximately one-fourth of the respondents in these regions indicated that only part-time psychological services were provided in their school districts. The percentage figures for Region 2 reveal that nearly one-half of the responding school districts in that region received less than full time school psychological services. Nearly one-half of the respondents in Regions 3 and 4, and over one-half of the respondents in Region 1, indicated that from one to five full time school psychologists were employed in their districts, whereas only one-fifth of the respondents in Region 2 reported equivalent full time services. Region 2 respondents indicated, however, the highest percentage, among the four regions, of school districts employing from six to fifty-plus full-time psychologists.

TABLE 45
STUDENT ENROLLMENTS OF SCHOOL DISTRICTS IN WHICH RESPONDENTS WORKED, BY REGION*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
Below 3,000	6	10	1	6	5
3,000 - 7,999	17	24	1	16	15
8,000 - 12,999	11	13	3	11	13
13,000 - 17,999	7	6	2	6	9
18,000 - 22,999	3	3	2	3	5
23,000 - 27,999	3	1	3	4	4
28,000 - 32,999	2	1	1	2	4
33,000 - 37,999	1	0	1	2	2
38,000 - 57,999	3	1	3	4	4
58,000 - 97,999	5	1	15	5	4
98,000 - 157,999	3	3	9	4	1
158,000 +	4	4	6	2	5

* Data reported in percentages

TABLE 46
REGIONAL DATA REGARDING THE NUMBER OF FULL TIME PSYCHOLOGISTS EMPLOYED IN RESPONDENTS' SCHOOL DISTRICTS*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
0	28	29	46	29	22
1 - 5	47	51	20	48	48
6 - 15	15	10	24	12	20
16 - 49	6	7	8	5	6
50 +	2	0	0	2	2

* Data reported in percentages.

Regional Reports of Student-psychologists service ratios are contained in Table 47.

TABLE 47
REGIONAL REPORTS OF STUDENT-PSYCHOLOGISTS RATIO*

	REGION I N=409	REGION II N= 62	REGION III N=577	REGION IV N=358
0 - 999	3	2	3	1
1,000 - 1,999	14	0	6	15
2,000 - 2,999	19	2	11	22
3,000 - 3,999	20	5	18	22
4,000 - 4,999	2	10	3	2
5,000 - 5,999	27	16	35	21
6,000 - 6,999	2	6	4	4
7,000 - 7,999	3	5	4	3
8,000 - 8,999	0	5	3	2
9,000 - 9,999	0	3	0	0
10,000 - 10,999	6	8	5	3
11,000 - 11,999	0	3	0	0
12,000 - 12,999	1	3	1	1
13,000 - 13,999	0	3	0	0
14,000 - 14,999	0	0	0	0
15,000 & Above	3	29	7	4

* Data reported in percentages.

Salary figures for basic school employment contracts are presented nationally and for the respective regions in Table 48. The percentages indicate that the highest frequency category for each of the four regions was the $12,000 - $14,999 range. The majority of the respondents in Regions 1 and 4 received salaries in the $10,000 to $17,999 range. The majority of the respondents in Region 3 received salaries in the $7,000 - $17,999 range. Forty-two percent of the respondents in Region 2 reported salaries in the $7,000 - $14,999 range, with eight percent of the respondents indicating salaries in excess of $15,000.

Table 49 includes national and regional information regarding the length of employment contract for school psychologists. The percentages suggest that the ten month period is the most frequently reported

TABLE 48
REGIONAL REPORT OF SCHOOL PSYCHOLOGISTS SALARIES*

	NAT'L TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
$ 5,000 - 6,999	2	0	2	2	2
7,000 - 9,999	9	6	12	10	7
10,000 - 11,999	13	10	14	16	11
12,000 - 14,999	30	31	16	29	33
15,000 - 17,999	12	14	6	10	17
18,000 +	4	6	2	2	7

* Data reported in percentages.

TABLE 49
REGIONAL REPORT REGARDING LENGTH OF SCHOOL EMPLOYMENT CONTRACT *

	NAT'L TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
9 - months	5	1	4	6	8
9 1/2 months	7	2	1	10	8
10 - months	30	37	10	27	35
10 1/2 months	6	2	1	7	9
11 - months	8	8	8	9	7
12 - months	14	17	28	11	11

* Data reported in percentages.

contract for Regions 1, 3 and 4, with the twelve-month arrangement the next most frequently reported. The twelve-month contract was the most frequently reported and the ten-month contract the next most frequently mentioned for Region 2.

The national and regional statistics regarding types of salary schedules for school psychologists are presented in Table 50. The teacher's salary schedule plus a fixed amount, indexed or ratio additional, was the most often indicated salary arrangement by the respondents in all four regions. Administrative schedule and separately negotiated salary were the next most frequently cited types of financial arrangements in all regions.

TABLE 50
REGIONAL REPORT REGARDING TYPE OF SALARY SCHEDULES*

	TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
Teacher	9	10	2	8	10
Teacher +	31	32	26	28	38
Adv.	14	12	14	11	21
Separate	14	13	8	20	7
Other	3	3	2	4	2

* Data reported in percentages.

TABLE 51
REGIONAL DATA REGARDING STATE SUPPORT TO PSYCHOLOGICAL SERVICES IN LOCAL SCHOOLS *

		TOTAL	REGION 1	REGION 2	REGION 3	REGION 4
State Support	Yes	46	36	24	64	32
	No	24	31	26	6	45

* Data reported in percentages.

Most of those responding to the question regarding state support to their school systems for the employment of school psychologists indicated an affirmative answer in Regions 1 and 3 and a negative answer in Regions 2 and 4 (Table 51).

The majority of those reporting in all four regions indicated no responsibility as Director of Pupil Personnel Services.

TABLE 52
REGIONAL REPORT OF PRIVATE SERVICES PROVIDED BY FULL TIME SCHOOL PSYCHOLOGISTS*

		NAT'L	REGION 1	REGION 2	REGION 3	REGION 4
Regular Diagnosis	- Eve.	6	8	3	6	5
	- Sat.	6	6	5	6	5
	- Sun.	4	4	2	5	4
Regular Counseling	- Eve.	5	8	1	4	4
	- Sat.	3	5	1	3	3
	- Sun.	2	4	0	2	2
Occasional Diagnosis	- Eve.	13	14	7	13	12
	- Sat.	14	12	9	17	11
	- Sun.	7	4	4	9	6
Occasional Counseling	- Eve.	9	9	8	7	12
	- Sat.	5	5	5	6	5
	- Sun.	3	3	2	3	4
Teach at College	- Eve.	15	18	10	13	17
	- Sat.	1	1	0	1	1
	- Sun.	6	5	4	5	8
Social Agency	- Eve.	2	4	0	2	3
	- Sat.	2	3	1	3	1
	- Sun.	2	3	0	3	1
Other School District	- Eve.	2	3	0	3	1
	- Sat.	4	5	1	6	3
	- Sun.	3	3	2	4	4

* Data reported in percentages.

Table 52 provides national and regional information relating to professional services offered by school psychologists outside of their regular school contracts. The data for all regions suggest that most school psychologists do not involve themselves in professional services beyond their regular contractual obligations. Those in all four districts who do provide independent services seem to favor college teaching in the evening and occasional diagnostic service in the evening and on Saturdays. Occasional counseling in the evening was also identified as a relatively popular activity in private service for respondents in all regions.

National and regional information regarding reimbursement for professional meeting expenses is presented in Table 53. The data reveal that school systems in each of the four regions are most likely to reimburse total expenses for at least one meeting within the state and/or partial expenses for one state meeting.

Total or partial reimbursement for a national meeting seems to be limited in all regions, but especially in Region 4.

TABLE 53
REGIONAL REPORT REIMBURSEMENT POLICY FOR SCHOOL PSYCHOLOGISTS PROFESSIONAL MEETING EXPENSES*

	NAT'L	REGION 1	REGION 2	REGION 3	REGION 4
Total One State - Yes	45	48	33	47	42
No	20	14	13	19	31
Part One State - Yes	30	28	22	26	39
No	11	8	9	11	15
Total One Nat'l - Yes	21	24	21	28	9
No	34	25	23	29	53
Part One Nat'l - Yes	27	31	21	28	23
No	21	13	14	16	39

* Data reported in percentages.

CHAPTER V
Summary and Conclusions

The national survey of school psychologists was made to determine the present status of school psychology, establish baselines from which to interpret future studies, and to indentify national issues and concerns. Past studies of the Profession had been handicapped by the lack of a comprehensive national mailing list and financial support. The principal investigators of this study took advantage of the mailing list of the newly organized (1969) National Association of School Psychologists (NASP) and funds provided by NASP, the federal government, and the University of Akron Faculty Research Committee. To assure as large an impact as possible, the original mailing list was augmented by the mailing list of Division 16 of APA and input from the CEC mailing list.

The survey was designed to facilitate a data analysis using the following parameters as controls: professional memberships, primary employer, highest degree earned, teaching experiences, size of student enrollment, and political location of the school system. In addition, a non-stratified analysis was made by geographical regions, and by selected states based upon the number of returns. The design referred to was followed in order to determine the extent of convergence or divergences within the profession on the various points investigated.

Based upon the percent of returns to a very short questionnaire using a national mailing list compiled by the founders of NASP, a high percentage of returns was anticipated for the study being reported. During February of 1970, survey questionnaires were mailed to 9432 persons on a mailing list that had been greatly expanded when compared to the original NASP mailing list. The questionnaire sent out was quite comprehensive and took a minimum of forty-five minutes to an hour to complete. Total usable returns were 3138 or only 33 percent of the mailing. Inadequate addresses resulted in 850 pieces of mail being returned unopened; excluding the returned questionnaires, responses were received from 37 percent of the population surveyed. Interpretation of all findings, therefore, must take into account the limited size of the return.

At the time the survey was mailed, NASP had 1399 members of which 900, or 64 percent, returned their questionnaires. This percentage comes close to the percent of returns that had been projected for the total mailing. One might speculate that the NASP membership was composed of a large core of professional activists. Because the percent of the total population having memberships in other organizations was not available, similar comparisons could not be made.

The survey reflects to a large extent data collected from school psychologists who considered their primary employer a school system. Of the 3138 psychologists who returned their questionnaire, approximately 79 percent were primarily employed by a school system. While the representativeness of these returns may be in question, the data reflects, beyond doubt, the concerns and positions of a significant segment of the practicing school psychologists in the United States.

Approximately 71 percent of the respondents were thirty-five years of age or older. Looking across the control variables, the oldest groups were respondents whose primary occupation was college teaching and respondents from school systems with 158,000 + students. The age range of the respondents may be a reflection of the fact that about 74 percent of the school psychologists responding had teaching experience at the elementary or secondary school levels and a considerable percent (43) have or had counselor certification in addition to being certified as a school psychologist. It is evident that of the population responding, relatively few school psychologists proceeded directly into the profession of school psychology.

School psychologist's certification requirements in many states include a teaching certificate. Should the pattern of including such a certificate break down, and there is some indication that this is happening (note Ohio's new school psychologists certification pattern), it is possible that the percent of younger school psychologists will increase as the result of new entry procedures into the profession.

The percent of male and female school psychologists responding to the survey was 59 and 40 respectively. While this data shows a majority of the responding school psychologists were male, it also indicates general acceptance of women in the profession. A breakdown of the data by the political location of school systems indicates that the percentage of males to females is closest in city school systems; 51 to 47 percent respectively.

Analysis of the data across professional membership affiliations was somewhat clouded as a result of the large number of school psychologists who had multiple professional memberships. For example, of the 900 NASP members responding, 33 percent indicated having a membership in APA. Multiple memberships may account to some extent for the relatively few major differences in responses from members of different organizations. If support for a further analysis of the data is available, it will be made across memberships with psychologists holding multiple memberships excluded.

Multiple certification was about as common as multiple membership patterns among school psychologists, with the most popular areas of certification being secondary teacher, counselor, elementary teacher and administrator. The extent of certification in school areas suggests a strong orientation toward the education profession.

Analysis of data related to both formal and informal training of the responding population suggests school psychologists are a highly educated professional group. Sixty seven percent of the respondents had earned either a Master's Degree plus thirty semester hours, a Specialist Degree or a Doctorate Degree. A total of seven percent of the population was working or planning to work toward a Specialist Degree and twenty-seven percent was working or planning to work toward a Doctor's Degree.

While a clear pattern of the course content elected by this school psychologist population was not available, responses indicated that 56 percent of the Master's Degrees were in the area of Psychology, 33 percent in Education, and 10 percent in other undesignated areas. Course pattern elections beyond the Master's Degree were not ascertained.

In addition to an extended formal education pattern, 76 percent of the population responding indicated that during the past two years they had attended at least one continuing professional development program consisting of three or more related meetings. It may be implied from this data that school psychologists are concerned with keeping abreast with new trends in the profession.

While a complete picture of the educational pattern was not available, with the exception of the 1 percent of the population at the Bachelor's level, there was little or no evidence indicating lack of preparation. It is even possible, when cognizance is taken of the number of semester hours Ph D holders receive for their dissertation research, that many of the school psychologists with a Master's Degree plus thirty or more semester hours are as well prepared to be field practitioners as the terminally trained person.

Keeping in mind the above findings, it is not surpising to find that even among respondents trained at the Doctor's Degree level, only 13 percent indicated that entry into school psychology should be at the terminal degree level.

The data collected suggest that a large percentage of school psychologists are inclined to make referrals to both private and public services when the need exists: Most used sources included Family Service, Diagnostic Clinics, and general and specialized members of the medical profession. Agencies not as often used include homes for unwed mothers, Juvenile Courts, Welfare Boards, Detention Homes, Dentists, and referrals for Institutionalization. Services not used may reflect the tendency for school psychologists to service elementary school age students more than secondary.

Results of this survey indicate that school psychologists have far less than maximal involvement in federal programs. Less than half of those reporting were participants in federally financed projects and about one-quarter of the respondents revealed that such participation involved ten per cent or less of their professional time. This limited involvement in federal programs was mainly through the Elementary and Secondary Education Act with very little professional activity in programs eminating from the Education Professional Development Act, the National Defense Education Act, the Office of Economic Opportunity, or the National Institute of Mental Health.

The survey respondents generally felt that there was a definite need for school psychologists to be more involved in nationally supported programs and specifically revealed the need for school psychology to promote federal attention to professional in-service training programs, pre-school consultation and counseling programs, special education and educational research.

The professional skills of the school psychologist which are most critically in need of development, according to this study, include psychological and educational diagnosis, educational programming, behavioral modification planning, counseling and professional communication. The emphasis on these "direct involvement" skills suggests their importance in current professional practice and reveals the concern of school psychologists about improving their roles as "change agents" within the school.

Regarding the matter of which internal aspects of school psychology need the national attention of school psychologists for resolution within the profession, role and function was most frequently mentioned. Licensing, certification and the public image of the school psychologist were also highlighted.

These findings indicate that school psychology continues to have, or feels it has, a problem of uncertain or insecure professional identity. It might be said that this problem, felt by school psychologists across the country, has fundamental and significant implications for the future of the profession and should command the first priority of national intra-professional study. Since national communication among practicing school psychologists has been very limited, however, and since the results of this study suggest much homogeneity in the practice of school psychology throughout the nation, the problem of professional identity may not actually exist to the extent reflected by those responding to this survey. It is also possible that the nature of the problem regarding role and function may not be one of uncertainty, but one of national dissatisfaction. The issue stands out for national professional clarification and resolution.

The national commonality regarding current role and function of school psychologists seems apparent in this study. Individual examinations, preparation of written reports and parent-teacher conferences appear to describe, in essence, the practice of school psychology throughout the country. This delineation of role and function tends to reflect an "evaluator" and "reporter of test results" characterization.

Counseling, program planning and evaluation, behavioral management, and consultation were reported by survey respondents as desirable activities in a projection of the ideal role and function of the school psychologists.

Survey information relating to emerging change in role and function was sparse and confused. This suggests that the professional identity problem of school psychology may not be one of specifying current role and function, or one of describing ideal role and function. The problem might be one of structuring a means for change including definitive procedures and strong support for transition.

Participants in this study were asked to provide detailed information pertaining to their employment in the schools. The majority of those reporting on the inquiry regarding service ratios revealed ratios in excess of one psychologist for every 2,000 students, with a high percentage of respondents indicating ratios between 1 - 2,000 and 1 - 5,000. This information suggests a critical manpower shortage in school psychology of national scope.

The highest frequency data for salary categories occurred for the $12,000 - $14,999 range, with the ten-month contract reported as the most frequent annual employment period.

Data regarding "private practice" indicate that most school psychologists do not involve themselves in professional services beyond their regular contractual obligations. Those school psychologists who do engage in outside activity seem to choose college teaching for the most part.

Generally, school psychologists seem to receive reimbursement for state professional meetings and occasionally have expenses paid for national conventions.

Analysis of data across four geographical regions (Northeastern States N = 769), (Southern States N = 243), (Midwestern States N = 1320) (Western States N = 806) indicated that generally the pattern of responses by region were similar. The data seemed to indicate that although limited communication took place between school psychologists in various parts of the country (especially those at the Masters Degree level of training), needs, concerns, role patterns, and demographic descriptions were quite similar.

A significant difference by geographical region was reflected in the size of regional mailings and subsequent returns. In some instances they reflect centers of population but in others they may reflect limited programs in school psychology. (Note data related to the number of surveys mailed and returned in Appendix D.)

Recommendations:

1. That a comprehensive program of in-service workshop training of school psychologists be planned by the profession and implemented by federal and state governments through such a vehicle as the Educational Professional Development Act, in order to provide further development of the critical skills identified in the survey.

2. That a national effort by professional school psychologists' associations be made to examine and clarify the current and future role and function of the school psychologist in terms of anticipated educational and mental health needs of students.

3. That a national program for manpower recruitment and training be designed by the profession and supported by federal funding to reduce the apparent professional shortages in school psychology as revealed in the high psychologist-student service ratios.

4. That a national program of inter-state reciprocity regarding licensing and certification of school psychologists be formulated by national professional groups in conjunction with state departments of education.

5. That national training and accreditation standards and guidelines be developed to provide for the most efficient and effective production and practice of school psychologists.

CHAPTER VI

Chapter VI contains a breakdown of the data for 18 states from which 50 or more psychologists responded. The reader is encouraged to compare the number of returns with the total number of surveys mailed for each state in order that an appropriate perspective for interpretation of the data be established.

ARIZONA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF ARIZONA

Number of Psychologists reporting 55

TABLE 1
Employment Pattern of Arizona

Employment	Percentage
Self-employed	1
School System	69
State Dept. of Educ.	7
Mental Health Institute, Etc.	9
Teach at College or University	12
Did not respond	2

69% were males and 30% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	3
25 - 34	10
35 - 49	61
50 - 64	23
65 & Above	0
Did not respond	3

TABLE 3
Membership Patterns for Arizona Respondents

Organization	Percentage
APA	47
State APA	49
NASP	21
CEC	18
APGA	27
State Sch. Psy. Assn.	70

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	18
Specialist's	3
Doctorate	9
Master's + 30	67

* 3% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Specialist's Degree.
b. None planned to work toward a Specialist's Degree.
c. Twelve percent were working toward a Doctorate Degree while forty percent were not.
d. Ten percent planned to work toward the Doctorate Degree while eighteen percent did not.
e. Fourteen percent stated they were undecided about working toward the Doctorate.
f. Fifty-eight percent did not respond to this question.

During the past year forty-five percent of the respondents elected a course for credit at a college or university while 52% did not. (3% of the data was not accounted for).

During the past two years 70% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	60
Juvenile Court	41
Agency for Unwed Mothers	10
Diagnostic Clinic	74
Reading Clinic	50
Welfare Board	23
Private Psychologist	61
Private Psychiatrist	61
Detention Home	18
Tutorial Service	49
Dentist	12

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	60
M. D. Neurologist	67
Institutionalization	45
M. D. Eye-Ear	50

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	41
Secondary Teacher	47
Counselor	43
Administrator	14
Visiting Teacher	0
School Psychologist	94
Speech Therapist	3
No Certification or License	1

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	30
Secondary Teacher	30
School Counselor	42
School Psychologist	74

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	25
	Psychology	33
	Other	44
Master's	Education	38
	Psychology	51
	Other	11
Specialist's	Education	4
	Psychology	4
	Other	0

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	5
	Psychology	35
	Other	2

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage
Bachelor's	1
Master's	58
Specialist's	29
Doctorate	9

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	43
Less than 10%	14
10 - 25%	3
26 - 50%	7
51 - 75%	0
76 - 100%	25
Did not respond	8

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	27
EPDA	7
NDEA	0
OEO	5
Other*	9
Did not respond	52

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Twenty-seven people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	63
Instructor	11
Administrator	15
Coordinator	11
Research	0
Consultant	15
Counselor	7
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	5
Educational Evaluation	7
Pre-School Consultation & Counseling	0
Elementary Consultation & Counseling	0
Secondary Consultation & Counseling	0
Group Procedures	2
Curriculum (Research & Development)	2
Remedial Programs	9
Training Programs (In-service)	4

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	0
Special Education	7
EMR in Regular Classes	0
Behavior Modification	2
Parental Programs	2
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	9
Community Programs - Anti-social Behavior	2
Medical Programs	0
School Drop-outs (Research & Development)	4
Regional Programs (Research & Resources)	4
Communication Groups or Programs	2
Research	4
Other	13
No Response	58

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	45
Educational Diagnosis	18
Projective Analysis	4
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	5
Physiological Assessment	4
Counseling	18
Group Procedures	9
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	27
Behavior Modification	11
Motivation & Social Modeling	0
Consultation	18
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	24
Minority Programs	0
In-Service Training	5

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	0
Other	33
No Response	15

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	2
	Educational Diagnosis	2
	Consultation	0
Programming	Specific	2
	General	0
	Coordination	0
	Guidance-Counseling	0
	Curriculum	2
Professionalism	Role & Function	11
	Competency	0
	Organizations	0
	Case Load	0
	Licensing & Certification	13
	In-Service for Sch.Psych.	7
	Recruitment-Manpower	2
	Inter-Professional Relations	0
	Funding	0
	Training Programs-Assessment	9
	Training Prog. - Accreditation	0
	Ethics	0
	Public Relations	2
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	2
	Research	0
Other		9
No Response		51

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	60	Edcologist	0
Psychologist	4	Psyc. in the Schools	0
Pupil Personnel Service	4	Psychological Consultant	5
Educ. School Psychologist	2	Organizational Title (e.g. NASP)	0
Psycho-educ. Specialist	0	Other	11
Counselor Psychologist	0	No response	15

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	32
Town or Village	3
County	20
Combined District	7
No Response	38

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	5	33,000 - 37,999	0
3,000 - 7,999	18	38,000 - 57,999	7
8,000 - 12,999	14	58,000 - 97,999	3
13,000 - 17,999	0	98,000 -157,999	0
18,000 - 22,999	10	158,000 & Above	0
23,000 - 27,999	0	No Response	36
28,000 - 32,999	7		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Amd.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	63	5	7	9	1	38	25	14	1	7	14	5	1	38
Par. & Teachers Conf.	50	20	3	10	0	43	34	1	0	12	10	9	1	27
Plan Educ. Programs Based on Evaluation	23	38	5	18	1	12	47	20	1	7	18	14	1	25
Prepare Written Reports	67	3	7	9	3	50	12	16	0	3	3	9	0	38
Follow-Up	41	12	10	25	0	27	21	32	5	5	3	10	0	34
Apply Behav. Mod.	12	41	7	20	1	23	40	14	3	10	18	16	3	12
Group Counseling	25	16	7	30	3	34	21	12	10	10	9	7	1	29
Ind. Counseling	41	9	9	23	1	40	20	10	7	12	9	0	3	34
Stand. Group Testing	9	18	12	43	5	0	32	27	18	0	9	9	3	40
Eval. Spec. Schl. Prog.	18	30	7	29	0	21	47	14	3	5	16	9	0	25
Eval. Reg. Schl. Prog.	3	21	1	56	3	7	54	9	14	1	14	9	5	27
Res. (Exp. Designs in schools)	10	18	3	49	1	16	52	7	3	14	9	9	3	25
Res. (Survey Designs)	9	12	5	52	1	14	45	10	7	10	10	9	1	27
In-Service Training of Teachers	25	14	7	29	7	45	23	16	0	12	10	3	1	25

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or School psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)

Kinds of Role REsponsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B

Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	52	7	3	1	0
Parent & Teacher Conf.	5	21	20	9	5
Plan Educ. Prog. Based on Evaluation	1	0	10	14	10
Prepare Written Reports	0	21	21	3	9
Follow-Up	0	0	5	10	12

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	36
1 - 5	61
6 - 15	1
16 - 49	0
50 & Above	0

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	3	$15,000 - $17,999	7
$ 7,000 - $9,999	9	$18,000 - Up	1
$10,000 - $11,999	10	No Response	36
$12,000 - $14,999	34		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	7	11	3
9 1/2	12	12	5
10	23	No response	36
10 1/2	14		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	10	Separately Negotiated	18
Teacher's Schedule Plus Fixed Amt., etc.	18	Other Arrangements	5
Administrative Schedule	14	No Response	35

Five percent stated their school system received specific state support for full time school psychologists while fifty-eight percent said theirs did not. (37% did not answer this question).

Seven percent stated that they were directors of pupil personnel programs in their school systems but 58% were not. (35% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	1%	3%	1%
Reg. Private Counsel. Service	1%	3%	1%
Occasional Priv. Diag. Serv.	9%	7%	5%
Occasional Priv. Counsel. Serv.	10%	9%	5%
Teach at College or University	14%	0%	12%
Work for Public Social Agency	1%	0%	1%
Part-Time for another School District	0%	0%	1%
Work in a Reading Clinic	0%	0%	0%
Other	3%	5%	1%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	21%	32%	47%
Part of Exp. for at least 1 State Meeting	23%	20%	57%
Total Expenses for at least 1 National Meeting	9%	40%	51%
Part of Expenses for at least 1 National Meeting	20%	32%	48%

TABLE 26
Student/Psychologist Ratio In The Employing School Districts of Respondents

N = 20*

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	5	8,000 - 8,999	0
1,000 - 1,999	10	9,000 - 9,999	5
2,000 - 2,999	5	10,000 - 10,999	15
3,000 - 3,999	20	11,000 - 11,999	0
4,000 - 4,999	0	12,000 - 12,999	0
5,000 - 5,999	30	13,000 - 13,999	0
6,000 - 6,999	10	14,000 - 14,999	0
7,000 - 7,999	0	15,000 & Above	0

* Each school district was counted only once for this question.

CALIFORNIA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF CALIFORNIA

Number of Psychologists reporting 560

TABLE 1
Employment Pattern of California

Employment	Percentage
Self-employed	2
School System	87
State Dept. of Educ.	1
Mental Health Institute, Etc.	2
Teach at College or University	5
Did not respond	3

53% were males and 46% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	18
35 - 49	52
50 - 64	23
65 & Above	0
Did not respond	3

TABLE 3
Membership Patterns for California Respondents

Organization	Percentage
APA	32
State APA	15
NASP	19
CEC	24
APGA	19
State Sch. Psy. Assn.	91

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	24
Specialist's	1
Doctorate	3
Master's + 30	68

* 3% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Two percent were working toward a Specialist's Degree.
c. One percent planned to work toward a Specialist's Degree.
d. Sixteen percent were working toward a Doctorate Degree while fifty percent were not.
e. Twelve percent planned to work toward the Doctorate Degree while twenty-six percent did not.
f. Twenty percent stated they were undecided about working toward the Doctorate.
g. Forty-two percent did not respond to this question

During the past year forty-two percent of the respondents elected a course for credit at a college or university while 55% did not. (3% of the data was not accounted for).

During the past two years 80% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	76
Juvenile Court	22
Agency for Unwed Mothers	9
Diagnostic Clinic	69
Reading Clinic	53
Welfare Board	22
Private Psychologist	63
Private Psychiatrist	54
Detention Home	5
Tutorial Service	53
Dentist	8

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	68
M. D. Neurologist	69
Institutionalization	24
M. D. Eye-Ear	38

* Percentage total over 100% due to multiple responses.

TABLE 6

Areas of Certification

Area	Percentage
Elementary Teacher	51
Secondary Teacher	48
Counselor	73
Administrator	28
Visiting Teacher	6
School Psychologist	95
Speech Therapist	2
No Certification or License	0

TABLE 7

School Experience

Type of Experience	Percentage
Elementary Teacher	46
Secondary Teacher	36
School Counselor	42
School Psychologist	82

TABLE 8

Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	21
	Psychology	41
	Other	41
Master's	Education	31
	Psychology	44
	Other	23
Specialist's	Education	1
	Psychology	16
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	3
	Psychology	14
	Other	1

* Percentage total may be over 100% due to some psychologists earningmore than one of a particular type of degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage
Bachelor's	1
Master's	76
Specialist's	16
Doctorate	3

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	47
Less than 10%	25
10 - 25%	12
26 - 50%	4
51 - 75%	1
76 - 100%	5
Did not respond	6

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	31
EPDA	1
NDEA	5
OEO	3
Other*	4
Did not respond	56

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Two hundred sixty-one people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	53
Instructor	4
Administrator	8
Coordinator	3
Research	5
Consultant	28
Counselor	10
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	2
Pre-School Consultation & Counseling	6
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	1
Group Procedures	1
Curriculum (Research & Development)	4
Remedial Programs	4
Training Programs (In-service)	5

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	1
Special Education	7
EMR in Regular Classes	1
Behavior Modification	4
Parental Programs	2
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	5
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	10
Other	8
No response	52

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	29
Educational Diagnosis	14
Projective Analysis	2
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	3
Physiological Assessment	1
Counseling	13
Group Procedures	10
Prescriptive Teaching (specific)	14
Educational Programming (general-remedial)	19
Behavior Modification	19
Motivation & Social Modeling	0
Consultation	12
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	23
Minority Programs	1
In-Service Training	5

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	4
Other	30
No Response	16

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	2
	Educational Diagnosis	1
	Consultation	1
Programming	Specific	2
	General	1
	Coordination	0
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	18
	Competency	1
	Organizations	1
	Case Load	2
	Licensing & Certification	6
	In-Service for Sch.Psych.	0
	Recruitment-Manpower	1
	Inter-Professional Relations	1
	Funding	2
	Training Programs-Assessment	3
	Training Prog. - Accreditation	3
	Ethics	2
	Public Relations	3
Prof. Knowledge	Drugs	1
	Anti-Social Behavior	0
	Educational Developments	1
	Research	2
Other		9
No Response		45

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	50	Edcologist	0
Psychologist	7	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	4
Educ. School Psychologist	12	Organizational Title (e.g. NASP)	2
Psycho-educ. Specialist	2	Other	10
Counselor Psychologist	0	No Response	16

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	40
Town or Village	3
County	16
Combined District	20
No Response	21

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	6	33,000 - 37,999	2
3,000 - 7,999	15	38,000 - 57,999	4
8,000 - 12,999	14	58,000 - 97,999	3
13,000 - 17,999	9	98,000 -157,999	1
18,000 - 22,999	6	158,000 & Above	8
23,000 - 27,999	3	No Response	26
28,000 - 32,999	3		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Amd.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	71	5	9	1	3	41	24	10	1	7	18	9	1	22
Par. & Teachers Conf.	62	13	4	5	2	49	21	5	1	12	13	2	1	28
Plan Educ. Programs Based on Evaluation	28	38	8	10	1	28	40	10	1	12	18	10	1	17
Prepare Written Reports	72	3	6	4	1	47	12	9	5	8	9	3	3	32
Follow-Up	46	18	8	10	1	35	25	15	1	9	12	7	1	27
Apply Behav. Mod.	21	42	7	11	2	18	44	11	1	13	24	9	0	11
Group Counseling	32	12	6	30	2	39	24	9	3	17	14	7	1	17
Ind. Counseling	53	9	6	14	2	43	23	5	4	11	12	4	3	23
Stand. Group Testing	7	15	13	45	3	1	24	19	31	1	9	8	9	27
Eval. Spec. Schl. Prog.	12	30	9	31	1	14	40	16	5	8	19	9	2	19
Eval. Reg. Schl. Prog.	5	20	5	52	1	10	45	10	10	5	20	7	3	22
Res. (Exp. Designs in schools)	10	13	7	48	3	24	28	15	6	10	13	9	2	21
Res. (Survey Designs)	8	12	5	51	3	15	32	14	9	8	13	7	3	23
In-Service Training of Teachers	30	21	7	23	2	32	30	12	1	15	17	8	1	16

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.
Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.
Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	40	8	3	3	2
Parent & Teacher Conf.	6	17	17	4	5
Plan Educ. Prog. Based on Evaluation	2	5	10	11	8
Prepare Written Reports	1	17	11	9	6
Follow-Up	1	2	5	9	12

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	21
1 - 5	46
6 - 15	22
16 - 49	6
50 & Above	3

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	1	$15,000 - $17,999	22
$ 7,000 - $9,999	2	$18,000 - Up	9
$10,000 - $11,999	8	No Response	22
$12,000 - $14,999	36		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	5	11	8
9 1/2	6	12	14
10	35	No Response	22
10 1/2	10		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	4	Separately Negotiated	6
Teacher's Schedule Plus Fixed Amt., etc.	40	Other Arrangements	1
Administrative Schedule	27	No Response	22

Twenty-four percent stated their school system received specific state support for full time school psycho [illegible]gist while fifty-four percent said theirs did not. (22% did not a[illegible]wer this question).

Eleven percent stated that they were directors of pupil personnel programs in their school systems but 69% were not. (20% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	5%	6%	4%
Reg. Private Counsel. Service	5%	3%	2%
Occasional Priv. Diag. Serv.	12%	13%	7%
Occasional Priv. Counsel. Serv.	11%	5%	4%
Teach at College or University	18%	2%	7%
Work for Public Social Agency	1%	1%	1%
Part-Time for another School District	1%	3%	3%
Work in a Reading Clinic	1%	1%	1%
Other	7%	3%	5%

TABLE 25

Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	44%	30%	26%
Part of Exp. for at least 1 State Meeting	40%	15%	45%
Total Expenses for at least 1 National Meeting	7%	55%	38%
Part of Expenses for at least 1 National Meeting	22%	41%	37%

TABLE 26

Student/Psychologist Ratio In The Employing School Districts of Respondents

N = 255*

Students per each Psychologist	Percentage**	Students per each Psychologist	Percentage**
0 - 999	1	8,000 - 8,999	2
1,000 - 1,999	17	9,000 - 9,999	0
2,000 - 2,999	25	10,000 - 10,999	2
3,000 - 3,999	22	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	1
5,000 - 5,999	17	13,000 - 13,999	0
6,000 - 6,999	3	14,000 - 14,999	0
7,000 - 7,999	3	15,000 * Above	4

* Each school district was counted only once for this question.

** 1% of the data not accounted for.

CONNECTICUT
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF CONNECTICUT

Number of Psychologists reporting 89

TABLE 1
Employment Pattern of Connecticut

Employment	Percentage
Self-employed	2
School System	85
State Dept. of Educ.	0
Mental Health Institute, Etc.	2
Teach at College or University	7
Did not respond	4

37% were males and 61% were females. (2% of the data was not accounted for.)

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	12
35 - 49	50
50 - 64	28
65 & Above	4
Did not respond	2

TABLE 3
Membership Patterns for Connecticut Respondents

Organization	Percentage
APA	43
State APA	23
NASP	35
CEC	20
APGA	22
State Sch. Psy. Assn.	94

TABLE 4

Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	23
Specialist's	3
Doctorate	0
Master's + 30	73

* 1% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Fifteen percent were working toward a Specialist's Degree.
b. Six percent planned to work toward a Specialist's Degree.
c. Six percent were working toward a Doctorate Degree while thirty-one percent were not.
d. Five percent planned to work toward the Doctorate Degree while nineteen percent did not.
e. Thirteen percent stated they were undecided about working toward a Doctorate.
f. Sixty-three percent did not respond to this question.

During the past year forty-two percent of the respondents elected a course for credit at a college or university while 57% did not. (1% of the data was not accounted for).

During the past two years 71% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5

Utilization of Referral Services

Service	Percentage*
Family Services	78
Juvenile Court	32
Agency for Unwed Mothers	10
Diagnostic Clinic	80
Reading Clinic	46
Welfare Board	19
Private Psychologist	67
Private Psychiatrist	77
Detention Home	3
Tutorial Service	75
Dentist	12

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	58
M. D. Neurologist	71
Institutionalization	35
M. D. Eye-Ear	52

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	37
Secondary Teacher	31
Counselor	37
Administrator	19
Visiting Teacher	0
School Psychologist	93
Speech Therapist	0
No Certification or License	4

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	42
Secondary Teacher	30
School Counselor	41
School Psychologist	83

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	27
	Psychology	39
	Other	33
Master's	Education	34
	Psychology	65
	Other	4
Specialist's	Education	3
	Psychology	54
	Other	1

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	2
	Psychology	11
	Other	2

* Total percentage may be over 100% because some people earned more than one of a particular degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	0
Master's	41
Specialist's	57
Doctorate	1

* 1% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	57
Less than 10%	20
10 - 25%	11
26 - 50%	2
51 - 75%	1
76 - 100%	5
Did not respond	4

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	19
EPDA	1
NDEA	0
OEO	1
Other*	0
Did not respond	79

* The "Other" category included programs which due to the uniqueness of the titles reported could not be placed under one of the listed Federal Programs.

Nineteen people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	37
Instructor	5
Administrator	37
Coordinator	5
Research	0
Consultant	32
Counselor	11
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	0
Educational Evaluation	1
Pre-School Consultation & Counseling	11
Elementary Consultation & Counseling	3
Secondary Consultation & Counseling	1
Group Procedures	4
Curriculum (Research & Development)	4
Remedial Programs	7
Training Programs (In-service)	7

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	1
Special Education	3
EMR in Regular Classes	0
Behavior Modification	1
Parental Programs	1
Community Programs - Socio-Economic	1
Community Programs - Drugs	0
Community Programs - Race	2
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	0
Communication Groups or Programs	3
Research	4
Other	11
No Response	58

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	39
Educational Diagnosis	16
Projective Analysis	6
Preventive Procedures	1
Environmental Appraisal	1
Treatment Programs	1
Physiological Assessment	0
Counseling	26
Group Procedures	12
Prescriptive Teaching (specific)	2
Educational Programming (general-remedial)	22
Behavior Modification	11
Motivation & Social Modeling	0
Consultation	9
Anti-Social Behavior Intervention	0
Drugs	2
Delinquency	0
Communication (Rapport-Interaction)	22
Minority Programs	0
In-Service Training	3

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	2
Other	22
No Response	13

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	0
	Consultation	0
Programming	Specific	1
	General	3
	Coordination	0
	Guidance-Counseling	0
	Curriculum	1
Professionalism	Role & Function	17
	Competency	2
	Organizations	0
	Case Load	0
	Licensing & Certification	4
	In-Service for Sch. Psych.	0
	Recruitment-Manpower	0
	Inter-Professional Relations	2
	Funding	2
	Training Programs-Assessment	4
	Training Prog.-Accreditation	1
	Ethics	2
	Public Relations	2
Prof. Knowledge	Drugs	2
	Anti-Social Behavior	0
	Educational Developments	0
	Research	2
Other		2
No Response		56

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	71	Edcologist	0
Psychologist	7	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	8
Educ. School Psychologist	1	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	1	Other	4
Counselor Psychologist	1	No Response	9

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	30
Town or Village	34
County	0
Combined District	3
No Response	33

TABLE 18
Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	5	33,000 - 37,999	1
3,000 - 7,999	16	38,000 - 57,999	0
8,000 - 12,999	21	58,000 - 97,999	0
13,000 - 17,999	7	98,000 -157,999	0
18,000 - 22,999	5	158,000 & Above	1
23,000 - 27,999	4	No Response	37
28,000 - 32,999	3		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	75	6	12	2	1	58	20	6	0	6	21	2	0	37
Par. & Teachers Con.	60	22	7	4	0	57	21	5	0	10	17	1	0	31
Plan Educ. Programs Based on Evaluation	25	43	13	10	1	34	39	10	1	11	15	10	1	21
Prepare Written Reports	79	1	8	5	2	59	5	8	4	6	11	3	1	38
Follow-Up	44	21	8	19	1	44	25	11	2	11	15	2	1	26
Apply Behav. Mod.	15	32	3	34	3	20	49	6	4	10	21	3	0	21
Group Counseling	24	8	2	53	1	49	19	1	12	25	11	3	2	14
Ind. Counseling	49	12	2	29	0	60	13	2	6	22	10	3	2	15
Stand. Group Testing	13	20	15	41	1	1	31	21	28	1	8	6	8	31
Eval. Spec. Schl. Prog	17	26	6	42	0	16	52	8	6	13	17	4	3	20
Eval. Reg. Schl. Prog.	4	32	3	50	0	7	66	5	5	6	17	1	3	24
Res. (Exp. Designs in Schools)	8	20	4	55	2	29	33	10	8	12	11	5	1	29
Res. (Survey Designs)	5	12	6	60	3	19	37	8	12	10	12	6	2	28
In-Service Training of Teachers	23	24	5	33	3	33	40	4	4	13	20	4	1	21

*Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach areas at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	43	6	7	2	4
Parent & Teach Conf.	2	22	17	13	3
Plan Educ. Prog. Based on Evaluation	1	5	7	15	6
Prepare Written Reports	3	21	15	5	4
Follow-up	0	3	6	11	16

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage
0	32
1 - 5	28
6 - 15	33
16 - 49	5
50 & Above	0

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	1	$15,000 - $17,999	8
$ 7,000 - $9,999	16	$18,000 - Up	1
$10,000 - $11,999	8	No Response	36
$12,000 - $14,999	30		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	0	11	3
9 1/2	1	12	1
10	55	No Response	32
10 1/2	8		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	14	Separately Negotiated	2
Teacher's Schedule Plus Fixed Amt. etc.	46	Other Arrangements	1
Administrative Schedule	5	No Response	32

Forty-six percent stated their school system received specific state support for full time school psychologist while 16% said theirs did not. (38% did not answer this question).

Seven percent stated that they were directors of pupil personnel programs in their school systems but 60% were not. (33% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	0%	1%	0%
Reg. Private Counsel. Service	1%	0%	0%
Occasional Priv. Diag. Serv.	4%	11%	3%
Occasional Priv. Counsel Serv.	3%	3%	2%
Teach at College or University	19%	3%	7%
Work for Public Social Agency	2%	2%	4%
Part-Time for another School District	3%	8%	2%
Work in a Reading Clinic	0%	0%	0%
Other	4%	5%	5%

TABLE 25
Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	35%	23%	42%
Part of Exp. for at least 1 State Meeting	32%	8%	60%
Total Expenses for at least 1 National Meeting	11%	32%	57%
Part of Expenses for at least 1 National Meeting	34%	17%	49%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 42*

Students per each Psychologist	percentage	Students per each psychologist	percentage
0 - 999	7	8,000 - 8,999	0
1,000 - 1,999	26	9,000 - 9,999	0
2,000 - 2,999	29	10,000 - 10,999	5
3,000 - 3,999	10	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	0
5,000 - 5,999	19	13,000 - 13,999	0
6,000 - 6,999	0	14,000 - 14,999	0
7,000 - 7,999	0	15,000 - 15,999	2

* Each school district was counted only once for this question.

FLORIDA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF FLORIDA

Number of Psychologists reporting 82

TABLE 1
Employment Pattern of Florida

Employment	Percentage
Self-employed	3
School System	67
State Dept. of Educ.	3
Mental Health Institute, Etc.	8
Teach at College or University	14
Did not respond	5

69% were males and 30% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	0
25 - 34	20
35 - 49	50
50 - 64	28
65 & Above	1
Did not respond	1

TABLE 3
Membership Patterns for Florida Respondents

Organization	Percentage
APA	58
State APA	53
NASP	29
CEC	24
APGA	29
State Sch. Psy. Assn.	71

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	20
Specialist's	4
Doctorate	8
Masters + 30	64

* 4% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Six percent were working toward a Specialist's Degree.
b. Three percent planned to work toward a Specialist's Degree.
c. Nine percent were working toward a Doctorate Degree while twenty-six percent were not.
d. Nine percent planned to work toward the Doctorate Degree while ten percent did not.
e. Ten percent stated they were undecided about working toward a Doctorate.
f. Seventy-one percent did not respond to this question.

During the past year thirty-four percent of the respondents elected a course for credit at a college or university while 62% did not. (4% of the data was not accounted for).

During the past two years 78% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	58
Juvenile Court	42
Agency for Unwed Mothers	15
Diagnostic Clinic	73
Reading Clinic	70
Welfare Board	25
Private Psychologist	59
Private Psychiatrist	67
Detention Home	9
Tutorial Service	51
Dentist	17

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	69
M. D. Neurologist	67
Institutionalization	41
M. D. Eye-Ear	50

* Percentage total over 100% due to multiple responses.

TABLE 6

Areas of Certification

Area	Percentage
Elementary Teacher	34
Secondary Teacher	70
Counselor	58
Administrator	23
Visiting Teacher	7
School Psychologist	95
Speech Therapist	2
No Certification or License	1

TABLE 7

School Experience

Type of Experience	Percentage
Elementary Teacher	40
Secondary Teacher	46
School Counselor	49
School Psychologist	81

TABLE 8

Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	22
	Psychology	39
	Other	38
Master's	Education	40
	Psychology	49
	Other	7
Specialist's	Education	5
	Psychology	15
	Other	4

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	9
	Psychology	26
	Other	5

* Total percentage may be over 100% because some people earned more than one of a particular degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	68
Specialist's	24
Doctorate	6

* 1% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	40
Less than 10%	14
10 - 25%	9
26 - 50%	7
51 - 75%	1
76 - 100%	24
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	24
EPDA	1
NDEA	1
OEO	6
Other*	18
Did not respond	50

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Forty-two people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	43
Instructor	12
Administrator	10
Coordinator	0
Research	7
Consultant	17
Counselor	5
Other	2

* 4% of the data not accounted for.

TABLE 13

Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	1
Pre-School Consultation & Counseling	6
Elementary Consultation & Counseling	0
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	6
Remedial Programs	6
Training Programs (In-service)	9

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	0
Gifted Programs	0
Special Education	7
EMR in Regular Classes	0
Behavior Modification	4
Parental Programs	2
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	1
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	2
Communication Groups or Programs	1
Research	7
Other	13
No response	52

* Total percentage over 100% due to multiple responses

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	37
Educational Diagnosis	13
Projective Analysis	5
Preventive Procedures	0
Environmental Appraisal	1
Treatment Programs	6
Physiological Assessment	2
Counseling	9
Group Procedures	7
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	21
Behavior Modification	17
Motivation & Social Modeling	0
Consultation	13
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	22
Minority Programs	0
In-Service Training	1

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	2
Other	35
No Response	12

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	4
	Consultation	0
Programming	Specific	0
	General	4
	Coordination	1
	Guidance-Counseling	0
	Curriculum	1
Professionalism	Role & Function	7
	Competency	5
	Organizations	0
	Case Load	1
	Licensing & Certification	6
	In-Service for Sch. Psych.	0
	Recruitment-Manpower	7
	Inter-Professional Relations	1
	Funding	2
	Training Programs-Assessment	11
	Training Prog.-Accreditation	1
	Ethics	0
	Public Relations	0
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	5
Other		10
No Response		46

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	60	Edcologist	0
Psychologist	1	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	0
Educ. School Psychologist	7	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	1	Other	18
Counselor Psychologist	1	No Response	15

* Total percentage over 100% due to multiple responses.

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	2
Town or Village	0
County	60
Combined District	3
No Response	35

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	1	33,000 - 37,999	3
3,000 - 7,999	2	38,000 - 57,999	1
8,000 - 12,999	4	58,000 - 97,999	20
13,000 - 17,999	3	98,000 -157,999	9
18,000 - 22,999	2	158,000 & Above	12
23,000 - 27,999	2	No Response	40
28,000 - 32,999	1		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Ad	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	56	4	10	7	2	37	23	13	1	6	14	10	3	26
Par. & Teachers Con.	50	21	8	2	0	48	20	6	2	12	12	4	4	28
Plan Educ. Programs Based on Evaluation	26	30	7	12	3	21	42	10	1	9	18	3	3	25
Prepare Written Reports	60	2	9	12	0	41	13	13	7	12	3	8	3	30
Follow-Up	28	14	15	21	1	24	23	28	4	6	10	7	3	30
Apply Behav. Mod.	23	35	13	9	2	18	39	15	3	12	18	7	1	18
Group Counseling	20	14	4	34	4	34	26	12	6	10	10	8	3	21
Ind. Counseling	39	17	3	20	2	39	21	6	9	9	7	3	7	29
Stand. Group Testing	2	10	2	57	1	2	28	12	31	1	13	2	7	30
Eval. Spec. Schl. Prog.	9	24	3	36	1	9	48	13	6	3	21	8	1	24
Eval. Reg. Schl. Prog.	6	14	4	46	0	9	46	13	6	3	20	6	1	25
Res. (Exp. Designs in Schools)	14	14	6	37	3	24	29	14	7	13	12	7	2	21
Res. (Survey Designs)	10	18	2	40	2	15	35	10	10	12	13	6	1	24
In-Service Training of Teachers	25	18	6	25	6	34	30	7	2	21	14	4	1	17

*** Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:**

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	31	8	2	3	0
Parent & Teach Conf.	7	20	8	7	1
Plan Educ. Prog. Based on Evaluation	3	2	9	8	7
Prepare Written Reports	2	8	23	6	2
Follow-up	1	1	3	4	12

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	35
1 - 5	19
6 - 15	30
16 - 49	14
50 & Above	0

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	2	$15,000 - $17,999	7
$ 7,000 - $9,999	7	$18,000 - Up	1
$10,000 - $11,999	20	No Response	34
$12,000 - $14,999	29		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	1	11	13
9 1/2	0	12	43
10	8	No response	34
10 1/2	1		

TABLE 23

Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	2	Separately Negotiated	10
Teacher's Schedule Plus Fixed Amt., etc.	35	Other Arrangements	2
Administrative Schedule	15	No Response	36

Forty-one percent stated their school system received specific state support for full time school psychologist while 21% said theirs did not. (38% did not answer this question).

Four percent stated that they were directors of pupil personnel programs in their school systems but 63% were not. (33% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	4%	6%	4%
Reg. Private Counsel. Service	1%	2%	1%
Occasional Priv. Diag. Serv.	10%	14%	3%
Occasional Priv. Counsel Serv.	13%	10%	2%
Teach at College or University	18%	0%	4%
Work for Public Social Agency	0%	1%	1%
Part-Time for another School District	1%	3%	1%
Work in a Reading Clinic	0%	0%	1%
Other	3%	3%	0%

TABLE 25

Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	46%	14%	40%
Part of Exp. for at least 1 State Meeting	28%	12%	60%
Total Expenses for at least 1 National Meeting	21%	32%	47%
Part of Expenses for at least 1 National Meeting	26%	21%	53%

TABLE 26

Student/Psychologist Ratio
In The Employing School Districts of Respondents

N = 19*

Students per each Psychologist	percentage**	Student per each psychologist	percentage**
0 - 999	0	8,000 - 8,999	5
1,000 - 1,999	0	9,000 - 9,999	5
2,000 - 2,999	0	10,000 - 10,999	11
3,000 - 3,999	5	11,000 - 11,999	5
4,000 - 4,999	11	12,000 - 12,999	5
5,000 - 5,999	26	13,000 - 13,999	0
6,000 - 6,999	0	14,000 - 14,999	0
7,000 - 7,999	5	15,000 - 15,999	21

* Each school district was counted only once for this question.
** 1% of the data not accounted for.

ILLINOIS
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF ILLINOIS

Number of Psychologists reporting 264

TABLE 1
Employment Pattern of Illinois

Employment	Percentage
Self-employed	3
School System	72
State Dept. of Educ.	1
Mental Health Institute, Etc.	9
Teach at College or University	9
Did not respond	

64% were males and 35% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	3
25 - 34	35
35 - 49	44
50 - 64	15
65 & Above	0
Did not respond	3

TABLE 3
Membership Patterns for Illinois Respondents

Organization	Percentage
APA	48
State APA	54
NASP	40
CEC	29
APGA	10
State Sch. Psy. Assn.	37

TABLE 4

Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	37
Specialist's	1
Doctorate	3
Master's + 30	57

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Specialist's Degree.
b. Two percent planned to work toward a Specialist's Degree.
c. Eighteen percent were working toward a Doctorate Degree while fifty percent were not.
d. Thirteen percent planned to work toward the Doctorate Degree while twenty-five percent did not.
e. Nineteen percent stated they were undecided about working toward a Doctorate.
f. Forty-three percent did not respond to this question.

During the past year thirty-five percent of the respondents elected a course for credit at a college or university while 62% did not. (3% of the data was not accounted for).

During the past two years 72% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5

Utilization of Referral Services

Service	Percentage*
Family Services	75
Juvenile Court	18
Agency for Unwed Mothers	8
Diagnostic Clinic	60
Reading Clinic	42
Welfare Board	14
Private Psychologist	48
Private Psychiatrist	52
Detention Home	7
Tutorial Service	60
Dentist	15

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	55
M. D. Neurologist	74
Institutionalization	39
M. D. Eye-Ear	50

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	34
Secondary Teacher	39
Counselor	30
Administrator	15
Visiting Teacher	3
School Psychologist	93
Speech Therapist	0
No Certification or License	2

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	27
Secondary Teacher	23
School Counselor	32
School Psychologist	82

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	16
	Psychology	49
	Other	32
Master's	Education	23
	Psychology	70
	Other	5
Specialist's	Education	1
	Psychology	5
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	3
	Psychology	20
	Other	2

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	2
Master's	80
Specialist's	14
Doctorate	3

* 1% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	62
Less than 10%	17
10 - 25%	7
26 - 50%	3
51 - 75%	0
76 - 100%	4
Did not respond	7

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	18
EPDA	1
NDEA	0
OEO	2
Other*	8
Did not respond	71

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Seventy-five people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	53
Instructor	8
Administrator	15
Coordinator	4
Research	8
Consultant	17
Counselor	5
Other	3

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	2
Pre-School Consultation & Counseling	9
Elementary Consultation & Counseling	1
Secondary Consultation & Counseling	0
Group Procedures	1
Curriculum (Research & Development)	2
Remedial Programs	4
Training Programs (In-service)	11

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	1
Special Education	4
EMR in Regular Classes	0
Behavior Modification	4
Parental Programs	3
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	2
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	9
Other	5
No response	56

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	48
Educational Diagnosis	13
Projective Analysis	6
Preventive Procedures	1
Environmental Appraisal	0
Treatment Programs	6
Physiological Assessment	3
Counseling	14
Group Procedures	5
Prescriptive Teaching (specific)	2
Educational Programming (general-remedial)	27
Behavior Modification	16
Motivation & Social Modeling	0
Consultation	5
Anti-Social Behavior Intervention	0
Drugs	1
Delinquency	0
Communication (Rapport-Interaction	26
Minority Programs	1
In-Service Training	5

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	8
Other	25
No Response	15

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	0
	Consultation	0
Programming	Specific	1
	General	2
	Coordination	0
	Guidance-Counseling	1
	Curriculum	2
Professionalism	Role & Function	12
	Competency	3
	Organizations	3
	Case Load	0
	Licensing & Certification	6
	In-Service for Sch.Psych.	2
	Recruitment-Manpower	2
	Inter-Professional Relations	1
	Funding	3
	Training Programs-Assessment	4
	Training Prog. - Accreditation	2
	Ethics	1
	Public Relations	3
Prof. Knowledge	Drugs	1
	Anti-Social Behavior	0
	Educational Developments	2
	Research	0
Other		7
No Response		56

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	67	Edcologist	0
Psychologist	8	Psyc. in the Schools	1
Pupil Personnel Service	1	Psychological Consultant	1
Educ. School Psychologist	2	Organizational Title (e.g. NASP)	0
Psycho-educ. Specialist	0	Other	6
Counselor Psychologist	0	No Response	16

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	21
Town or Village	10
County	8
Combined District	25
No Response	36

TABLE 18
Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	7	33,000 - 37,999	2
3,000 - 7,999	12	38,000 - 57,999	7
8,000 - 12,999	10	58,000 - 97,999	0
13,000 - 17,999	6	98,000 -157,999	0
18,000 - 22,999	4	158,000 & Above	4
23,000 - 27,999	6	No Response	39
28,000 - 32,999	3		

TABLE 19
Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	75	4	4	3	4	50	17	11	0	6	17	9	0	28
Par. & Teachers Conf.	64	12	3	7	1	54	18	4	0	12	12	3	0	31
Plan Educ. Programs Based on Evaluation	28	33	6	17	1	22	45	11	1	7	18	6	1	20
Prepare Written Reports	79	2	2	3	3	59	9	7	1	13	4	4	1	34
Follow-Up	37	16	9	20	3	32	25	19	2	9	12	12	2	21
Apply Behav. Mod.	19	37	4	20	3	16	46	9	6	13	21	8	1	12
Group Counseling	19	10	4	50	2	31	26	10	7	17	12	7	3	16
Ind. Counseling	43	12	2	27	3	48	21	4	5	18	8	3	4	21
Stand. Group Testing	6	12	4	61	1	3	31	12	32	1	10	7	9	26
Eval. Spec. Schl. Prog.	7	31	6	41	0	13	52	10	4	7	22	5	2	18
Eval. Reg. Schl. Prog.	3	20	3	57	0	10	55	6	8	6	24	4	1	19
Res. (Exp. Designs in Schools)	7	12	3	58	3	23	29	13	12	11	10	8	3	21
Res. (Survey Designs)	8	11	1	59	2	17	37	11	12	11	10	7	3	19
In-Service Training of Teachers	29	17	4	32	2	39	31	6	3	17	16	3	1	15

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A,	Your present primary role as a psychologist or school psychologist.
Column B,	The ideal primary role (i.e.) as you would like to see the role of the School psychologist.
Column C,	The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)

Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B

Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	46	7	6	3	1
Parent & Teacher Conf.	3	15	22	12	4
Plan Educ. Prog. Based on Evaluation	1	3	12	14	6
Prepare Written Reports	2	28	11	10	4
Follow-Up	0	1	1	9	17

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	32
1 - 5	45
6 - 15	17
16 - 49	0
50 & Above	4

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	0	$15,000 - $17,999	14
$ 7,000 - $9,999	5	$18,000 - Up	3
$10,000 - $11,999	8	No Response	35
$12,000 - $14,999	35		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	5	11	8
9 1/2	8	12	15
10	25	No Response	36
10 1/2	3		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	1	Separately Negotiated	41
Teacher's Schedule Plus Fixed Amt., etc.	15	Other Arrangements	3
Administrative Schedule	4	No Response	36

Sixty-five percent stated their school system received specific state support for full time school psychologist while 1% said theirs did not. (34% did not answer this question).

Seven percent stated that they were directors of pupil personnel programs in their school systems but 59% were not. (34% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	8%	10%	8%
Reg. Private Counsel. Service	4%	3%	2%
Occasional Priv. Diag. Serv.	11%	13%	5%
Occasional Priv. Counsel. Serv.	5%	4%	2%
Teach at College or University	18%	0%	4%
Work for Public Social Agency	2%	3%	4%
Part-Time for another School District	2%	7%	3%
Work in a Reading Clinic	1%	1%	0%
Other	5%	3%	7%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	50%	11%	39%
Part of Exp. for at least 1 State Meeting	26%	6%	68%
Total Expenses for at least 1 National Meeting	32%	23%	45%
Part of Expenses for at least 1 National Meeting	28%	10%	62%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 119*

Students per each Psychologist	Percentage	Students per each Psychologist	Percentage
0 - 999	1	8,000 - 8,999	3
1,000 - 1,999	8	9,000 - 9,999	0
2,000 - 2,999	11	10,000 - 10,999	4
3,000 - 3,999	21	11,000 - 11,999	0
4,000 - 4,999	6	12,000 - 12,999	2
5,000 - 5,999	26	13,000 - 13,999	0
6,000 - 6,999	6	14,000 - 14,999	0
7,000 - 7,999	6	15,000 & Above	6

* Each school district was counted only once for this question.

INDIANA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF INDIANA

Number of Psychologists reporting 77

TABLE 1
Employment Pattern of Indiana

Employment	Percentage
Self-employed	0
School System	66
State Dept. of Educ.	1
Mental Health Institute, Etc.	10
Teach at College or University	22
Did not respond	1

74% were males and 25% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	1
25 - 34	12
35 - 49	66
50 - 64	18
65 & Above	1
Did not respond	2

TABLE 3
Membership Patterns for Indiana Respondents

Organization	Percentage
APA	42
State APA	63
NASP	22
CEC	33
APGA	16
State Sch. Psy. Assn.	51

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	16
Specialist's	1
Doctorate	9
Master + 30	71

* 3% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Specialist's Degree.
b. None were planning to work toward a Specialist's Degree.
c. Six percent were working toward a Doctorate Degree while forty-one percent were not.
d. Six percent planned to work toward the Doctorate Degree while twenty-five percent did not.
e. Sixteen percent stated they were undecided about working toward a Doctorate.
f. Fifty-three percent did not respond to this question.

During the past year thirty-three percent of the respondents elected a course for credit at a college or university while 66% did not. (1% of the data was not accounted for).

During the past two years 84% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	66
Juvenile Court	27
Agency for Unwed Mothers	2
Diagnostic Clinic	74
Reading Clinic	66
Welfare Board	28
Private Psychologist	38
Private Psychiatrist	45
Detention Home	2
Tutorial Service	57
Dentist	5

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	61
M. D. Neurologist	58
Institutionalization	27
M. D. Eye-Ear	48

* Percentage total over 100% due to multiple responses.

TABLE 6

Areas of Certification

Area	Percentage
Elementary Teacher	32
Secondary Teacher	61
Counselor	44
Administrator	27
Visiting Teacher	3
School Psychologist	84
Speech Therapist	7
No Certification or License	3

TABLE 7

School Experience

Type of Experience	Percentage
Elementary Teacher	34
Secondary Teacher	41
School Counselor	34
School Psychologist	67

TABLE 8

Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	19
	Psychology	19
	Other	58
Master's	Education	49
	Psychology	43
	Other	5
Specialist's	Education	3
	Psychology	16
	Other	0

(continued)

TABLE 8 (continued)

Degree	Major	Percentage
Doctorate	Education	6
	Psychology	27
	Other	1

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	63
Specialist's	28
Doctorate	5

* 3% of the data not accounted for.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	48
Less than 10%	22
10 - 25%	15
26 - 50%	5
51 - 75%	1
76 - 100%	5
Did not respond	4

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	30
EPDA	0
NDEA	3
OEO	6
Other*	11
Did not respond	50

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Forty people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage
Evaluator	58
Instructor	5
Administrator	15
Coordinator	5
Research	10
Consultant	22
Counselor	5
Other	0

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	4
Educational Evaluation	3
Pre-School Consultation & Counseling	5
Elementary Consultation & Counseling	1
Secondary Consultation & Counseling	1
Group Procedures	0
Curriculum (Research & Development)	0
Remedial Programs	8
Training Programs (In-service)	11

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	0
Gifted Programs	1
Special Education	1
EMR in Regular Classes	0
Behavior Modification	1
Parental Programs	1
Community Programs - Socio-Economic	1
Community Programs - Drugs	0
Community Programs - Race	0
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	8
Communication Groups or Programs	0
Research	14
Other	9
No response	52

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	38
Educational Diagnosis	30
Projective Analysis	5
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	6
Physiological Assessment	3
Counseling	14
Group Procedures	5
Prescriptive Teaching (specific)	6
Educational Programming (general-remedial)	25
Behavior Modification	20
Motivation & Social Modeling	1
Consultation	10
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	11
Minority Programs	1
In-Service Training	4

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	8
Other	18
No Response	18

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	3
	Consultation	0
Programming	Specific	4
	General	3
	Coordination	0
	Guidance-Counseling	0
	Curriculum	3
Professionalism	Role & Function	15
	Competency	4
	Organizations	4
	Case Load	0
	Licensing & Certification	4
	In-Service for Sch. Psych.	3
	Recruitment-Manpower	3
	Inter-Professional Relations	0
	Funding	5
	Training Programs-Assessment	5
	Training Prog.-Accreditation	6
	Ethics	1
	Public Relations	4
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	3
	Research	1
Other		9
No Response		42

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	71	Edcologist	0
Psychologist	8	Psyc. in the Schools	0
Pupil Personnel Service	3	Psychological Consultant	4
Educ. School Psychologist	3	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	0	Other	4
Counselor Psychologist	0	No Response	13

*Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	38
Town or Village	1
County	2
Combined District	15
No Response	44

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	5	33,000 - 37,999	3
3,000 - 7,999	6	38,000 - 57,999	16
8,000 - 12,999	9	58,000 - 97,999	0
13,000 - 17,999	2	98,000 -157,999	6
18,000 - 22,999	1	158,000 & Above	2
23,000 - 27,999	3	No Response	47
28,000 - 32,999	0		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	66	6	5	2	7	48	22	14	2	5	14	7	2	28
Par. & Teachers Con.	55	16	3	5	2	62	18	5	1	9	9	2	1	36
Plan Educ. Programs Based on Evaluation	19	38	7	15	3	24	44	12	5	5	16	9	0	22
Prepare Written Reports	70	2	6	5	6	55	14	9	6	5	2	7	0	38
Follow-Up	27	23	9	23	2	32	25	20	5	7	7	6	1	31
Apply Behav. Mod.	9	48	3	18	5	12	55	14	5	10	16	6	0	15
Group Counseling	15	15	3	44	3	29	28	18	9	15	12	6	0	19
Ind. Counseling	36	14	7	15	6	44	20	10	10	11	5	5	1	29
Stand. Group Testing	11	12	14	37	5	2	29	31	20	1	7	7	5	31
Eval. Spec. Schl. Prog.	9	29	7	33	1	11	57	14	1	3	18	6	1	25
Eval. Reg. Schl. Prog.	2	23	34	8	1	6	59	10	9	1	16	6	5	27
Res. (Exp. Designs in Schools)	12	12	5	42	2	23	33	16	7	6	15	6	2	22
Res. (Survey Designs)	11	10	5	45	3	16	33	19	11	3	14	6	2	23
In-Service Training of Teachers	19	27	5	27	3	33	32	9	3	14	14	5	0	20

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	38	3	0	2	0
Parent & Teach Conf.	1	10	18	6	6
Plan Educ. Prog. Based on Evaluation	1	0	5	7	7
Prepare Written Reports	1	24	9	7	2
Follow-up	0	1	2	5	11

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	42
1 - 5	31
6 - 15	18
16 - 49	6
50 & Above	1

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	1	$15,000 - $17,999	12
$ 7,000 - $9,999	5	$18,000 - Up	2
$10,000 - $11,999	14	No Response	43
$12,000 - $14,999	23		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	1	11	14
9 1/2	6	12	14
10	15	No Response	43
10 1/2	7		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	6	Separately Negotiated	5
Teacher's Schedule Plus Fixed Amt., etc.	29	Other Arrangements	1
Administrative Schedule	16	No Response	43

Forty-eight percent stated their school system received specific state support for full time school psychologist while 7% said theirs did not. (45% did not answer this question).

Six percent stated that they were directors of pupil personnel programs in their school systems but 51% were not. (43% did not reply).

TABLE 24
Professional Activites of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	5%	9%	3%
Reg. Private Counsel. Service	2%	2%	1%
Occasional Priv. Diag. Serv.	24%	27%	11%
Occasional Priv. Counsel Serv.	16%	11%	5%
Teach at College or University	16%	3%	9%
Work for Public Social Agency	1%	2%	2%
Part-Time for another School District	1%	11%	6%
Work in a Reading Clinic	1%	1%	2%
Other	2%	2%	3%

TABLE 25
Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	28%	22%	50%
Part of Exp. for at least 1 State Meeting	25%	12%	63%
Total Expenses for at least 1 National Meeting	18%	23%	59%
Part of Expenses for at least 1 National Meeting	28%	16%	56%

TABLE 26
Student/Psychologist Ratio In The Employing School Districts of Respondents
N = 27*

Students per each Psychologist	percentage	Student per each psychologist	percentage
0 - 999	7	8,000 - 8,999	4
1,000 - 1,999	0	9,000 - 9,999	0
2,000 - 2,999	0	10,000 - 10,999	4
3,000 - 3,999	15	11,000 - 11,999	4
4,000 - 4,999	0	12,000 - 12,999	0
5,000 - 5,999	40	13,000 - 13,999	0
6,000 - 6,999	4	14,000 - 14,999	0
7,000 - 7,999	7	15,000 - 15,999	15

* Each school district was counted only once for this question.

IOWA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF IOWA

Number of Psychologists reporting 63

TABLE 1
Employment Pattern of Iowa

Employment	Percentage
Self-employed	0
School System	82
State Dept. of Educ.	6
Mental Health Institute, Etc.	6
Teach at College or University	3
Did not respond	3

71% were males and 28% were females. (1% of the data was not accounted for).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	46
35 - 49	28
50 - 64	19
65 & Above	1
Did not respond	2

TABLE 3
Membership Patterns for Iowa Respondents

Organization	Percentage
APA	26
State APA	53
NASP	20
CEC	58
APGA	1
State Sch. Psy. Assn.	58

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	36
Specialist's	0
Doctorate	0
Masters + 30	63

* 1% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Fourteen percent were working toward a Specialist's Degree.
b. Eleven percent planned to work toward a Specialist's Degree.
c. Seven percent were working toward a Doctorate Degree while fifty-eight percent were not.
d. Nineteen percent planned to work toward the Doctorate Degree while thirty-three percent did not.
e. Seventeen percent stated they were undecided about working toward a Doctorate.
f. Thirty-one percent did not respond to this question.

During the past year thirty-four percent of the respondents elected a course for credit at a college or university while 65% did not. (1% of the data was not accounted for).

During the past two years sixty-eight percent of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	66
Juvenile Court	28
Agency for Unwed Mothers	1
Diagnostic Clinic	88
Reading Clinic	49
Welfare Board	44
Private Psychologist	36
Private Psychiatrist	61
Detention Home	6
Tutorial Service	50
Dentist	12

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	84
M. D. Neurologist	63
Institutionalization	47
M. D. Eye-Ear	44

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	33
Secondary Teacher	53
Counselor	23
Administrator	33
Visiting Teacher	9
School Psychologist	96
Speech Therapist	4
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	28
Secondary Teacher	38
School Counselor	22
School Psychologist	90

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	14
	Psychology	41
	Other	43
Master's	Education	29
	Psychology	66
	Other	2
Specialist's	Education	0
	Psychology	12
	Other	0

(continued)

TABLE 8 (continued)

Degree	Major	Percentage
Doctorate	Education	2
	Psychology	12
	Other	0

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	82
Specialist's	15
Doctorate	0

* 2% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	47
Less than 10%	34
10 - 25%	11
26 - 50%	4
51 - 75%	0
76 - 100%	1
Did not respond	3

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	31
EPDA	0
NDEA	0
OEO	11
Other*	8
Did not respond	50

* The "Other" category included programs which due to the uniqueness of the titles reported could not be placed under one of the listed Federal Programs.

Thirty-two people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	44
Instructor	3
Administrator	19
Coordinator	6
Research	3
Consultant	22
Counselor	3
Other	3

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	5
Educational Evaluation	8
Pre-School Consultation & Counseling	15
Elementary Consultation & Counseling	0
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	3
Remedial Programs	3
Training Programs (In-service)	14

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	0
Gifted Programs	0
Special Education	12
EMR in Regular Classes	0
Behavior Modification	0
Parental Programs	0
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	5
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	11
Other	0
No Response	51

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	42
Educational Diagnosis	14
Projective Analysis	3
Preventive Procedures	3
Environmental Appraisal	0
Treatment Programs	3
Physiological Assessment	0
Counseling	20
Group Procedures	4
Prescriptive Teaching (specific)	3
Educational Programming (general-remedial)	25
Behavior Modification	12
Motivation & Social Modeling	0
Consultation	4
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	31
Minority Programs	3
In-Service Training	2

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	3
Other	22
No Response	9

*Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	0
	Educational Diagnosis	3
	Consultation	0
Programming	Specific	0
	General	2
	Coordination	0
	Guidance-Counseling	0
	Curriculum	0
Professionalism	Role & Function	11
	Competency	2
	Organizations	4
	Case Load	3
	Licensing & Certification	4
	In-Service for Sch. Psych.	3
	Recruitment-Manpower	2
	Inter-Professional Relations	2
	Funding	2
	Training Programs-Assessment	3
	Training Prog.-Accreditation	3
	Ethics	0
	Public Relations	3
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	0
Other		11
No Response		52

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	65	Edcologist	0
Psychologist	6	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	5
Educ. School Psychologist	3	Organizational Title (e. g. NASP)	5
Psycho-educ. Specialist	0	Other	8
Counselor Psychologist	0	No Response	9

* Total percentage over 100% due to multiple responses

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	17
Town or Village	0
County	50
Combined District	9
No Response	24

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	4	33,000 - 37,999	1
3,000 - 7,999	23	38,000 - 57,999	6
8,000 - 12,999	11	58,000 - 97,999	1
13,000 - 17,999	11	98,000 -157,999	1
18,000 - 22,999	7	158,000 & Above	1
23,000 - 27,999	4	No Response	29
28,000 - 32,999	1		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	79	7	4	1	0	61	12	6	1	7	14	3	0	36
Par. & Teachers Con.	74	12	4	1	0	63	11	6	1	15	7	1	0	38
Plan Educ. Programs Based on Evaluation	38	38	6	7	1	25	41	11	3	9	22	7	1	25
Prepare Written Reports	80	1	3	4	1	68	3	6	3	14	3	1	0	42
Follow-Up	57	11	12	7	4	52	14	14	1	9	14	3	0	34
Apply Behav. Mod.	23	49	6	7	4	15	50	12	3	4	23	11	0	22
Group Counseling	6	4	4	60	9	28	25	9	17	14	17	4	3	25
Ind. Counseling	42	20	6	14	4	47	14	11	6	15	12	6	4	22
Stand. Group Testing	4	6	1	66	7	0	22	7	49	0	9	4	17	33
Eval. Spec. Schl. Prog	17	33	3	26	7	15	47	11	6	7	28	3	3	23
Eval. Reg. Schl. Prog.	6	19	0	57	4	7	52	4	17	4	28	4	3	25
Res. (Exp. Designs in Schools)	20	7	3	50	6	25	30	14	9	12	9	9	4	28
Res. (Survey Designs)	11	9	4	47	7	14	31	9	15	9	11	7	3	31
In-Service Training of Teachers	36	17	3	25	7	38	25	11	6	19	19	4	1	23

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	47	4	4	0	0
Parent & Teach Conf.	6	19	20	7	1
Plan Educ. Prog. Based on Evaluation	1	14	4	7	9
Prepare Written Reports	0	14	19	11	9
Follow-up	1	0	1	6	20

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage *
0	20
1 - 5	63
6 - 15	15
16 - 49	0
50 & Above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
\$ 5,000 - \$6,999	0	\$15,000 - \$17,999	3
\$ 7,000 - \$9,999	3	\$18,000 - Up	0
\$10,000 - \$11,999	30	No Response	22
\$12,000 - \$14,999	42		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	4	11	3
9 1/2	22	12	3
10	38	No Response	23
10 1/2	7		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	6	Separately Negotiated	39
Teacher's Schedule Plus Fixed Amt. etc.	17	Other Arrangements	7
Administrative Schedule	7	No Response	24

Sixty-six percent stated their school system received specific state support for full time school psychologists while 12% said theirs did not. (20% did not answer this question).

Twelve percent stated that they were directors of pupil personnel programs in their school systems but 66% were not. (20% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	4%	3%	4%
Reg. Private Counsel. Service	1%	3%	1%
Occasional Priv. Diag. Serv.	15%	20%	6%
Occasional Priv. Counsel Serv.	6%	6%	0%
Teach at College or University	4%	0%	1%
Work for Public Social Agency	3%	3%	9%
Part-Time for another School District	1%	3%	6%
Work in a Reading Clinic	0%	0%	0%
Other	3%	1%	6%

TABLE 25

Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	68%	9%	23%
Part of Exp. for at least 1 State Meeting	26%	3%	71%
Total Expenses for at least 1 National Meeting	41%	22%	37%
Part of Expenses for at least 1 National Meeting	30%	12%	58%

TABLE 26

Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 42*

Students per each Psychologist	Percentage	Students per each Psychologist	Percentage
0 - 999	0	8,000 - 8,999	0
1,000 - 1,999	7	9,000 - 9,999	0
2,000 - 2,999	5	10,000 - 10,999	5
3,000 - 3,999	19	11,000 - 11,999	2
4,000 - 4,999	0	12,000 - 12,999	0
5,000 - 5,999	43	13,000 - 13,999	0
6,000 - 6,999	7	14,000 - 14,999	0
7,000 - 7,999	5	15,000 - 15,999	7

* Each school district was counted only once for this question.

KANSAS
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF KANSAS

Number of Psychologists reporting 63

TABLE 1
Employment Pattern of Kansas

Employment	Percentage
Self-employed	0
School System	82
State Dept. of Educ.	0
Mental Health Institute, Etc.	7
Teach at College or University	4
Did not respond	7

55% were males and 44% were females. (1% of the data not accounted for).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	9
25 - 34	33
35 - 49	30
50 - 64	23
65 & Above	3
Did not respond	2

TABLE 3
Membership Patterns for Kansas Respondents

Organization	Percentage
APA	19
State APA	26
NASP	44
CEC	63
APGA	12
State Sch. Psy. Assn.	82

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	46
Specialist's	0
Doctorate	0
Masters + 30	52

* 1% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Nineteen percent were working toward a Specialist's Degree.
c. Six percent planned to work toward a Specialist's Degree.
d. Fifteen percent were working toward a Doctorate Degree while fifty-two percent were not.
e. Thirty percent planned to work toward the Doctorate Degree while twenty-six percent did not.
f. Fourteen percent stated they were undecided about working toward a Doctorate.
g. Thirty percent did not respond to this question.

During the past year fifty-two percent of the respondents elected a course for credit at a college or university while 44% did not. (4% of the data was not accounted for).

During the past two years 82% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	63
Juvenile Court	47
Agency for Unwed Mothers	3
Diagnostic Clinic	80
Reading Clinic	44
Welfare Board	52
Private Psychologist	50
Private Psychiatrist	42
Detention Home	12
Tutorial Service	71
Dentist	12

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	66
M. D. Neurologist	66
Institutionalization	52
M. D. Eye-Ear	50

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	74
Secondary Teacher	69
Counselor	34
Administrator	15
Visiting Teacher	4
School Psychologist	93
Speech Therapist	1
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	45
Secondary Teacher	37
School Counselor	26
School Psychologist	93

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	30
	Psychology	37
	Other	35
Master's	Education	35
	Psychology	63
	Other	6
Specialist's	Education	2
	Psychology	13
	Other	0

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	2
	Psychology	10
	Other	0

* Total percentage may be over 100% because some people earned more than one of a particular degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	80
Specialist's	17
Doctorate	0

* 2% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	38
Less than 10%	17
10 - 25%	15
26 - 50%	7
51 - 75%	1
76 - 100%	11
Did not respond	11

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	37
EPDA	0
NDEA	0
OEO	6
Other*	6
Did not respond	51

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Thirty-one people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	76
Instructor	0
Administrator	16
Coordinator	0
Research	0
Consultant	19
Counselor	16
Other	10

* Total percentage over 100% due to multiple responses.

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	3
Educational Evaluation	6
Pre-School Consultation & Counseling	10
Elementary Consultation & Counseling	3
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	5
Remedial Programs	10
Training Programs (In-service)	5

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	5
Gifted Programs	0
Special Education	6
EMR in Regular Classes	0
Behavior Modification	0
Parental Programs	3
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	6
Community Programs - Anti-Social Behavior	0
Medical Programs	2
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	3
Other	10
No response	44

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	33
Educational Diagnosis	29
Projective Analysis	3
Preventive Procedures	2
Environmental Appraisal	0
Treatment Programs	11
Physiological Assessment	0
Counseling	24
Group Procedures	13
Prescriptive Teaching (specific)	13
Educational Programming (general-remedial)	37
Behavior Modification	22
Motivation & Social Modeling	0
Consultation	5
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	27
Minority Programs	0
In-Service Training	2

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	3
Other	27
No Response	14

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	2
	Educational Diagnosis	2
	Consultation	0
Programming	Specific	0
	General	0
	Coordination	0
	Guidance-Counseling	0
	Curriculum	2
Professionalism	Role & Function	6
	Competency	2
	Organizations	2
	Case Load	0
	Licensing & Certification	6
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	3
	Inter-Professional Relations	3
	Funding	5
	Training Programs-Assessment	5
	Training Prog.-Accreditation	5
	Ethics	2
	Public Relations	8
Prof. Knowledge	Drugs	2
	Anti-Social Behavior	0
	Educational Developments	0
	Research	0
Other		11
No Response		54

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	62	Edcologist	0
Psychologist	3	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	2
Educ. School Psychologist	5	Organizational Title (e. g. NASP)	5
Psycho-educ. Specialist	0	Other	6
Counselor Psychologist	0	No Response	17

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	38
Town or Village	3
County	6
Combined District	33
No Response	20

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	14	33,000 - 37,999	0
3,000 - 7,999	26	38,000 - 57,999	7
8,000 - 12,999	7	58,000 - 97,999	14
13,000 - 17,999	0	98,000 -157,999	0
18,000 - 22,999	3	158,000 & Above	1
23,000 - 27,999	4	No Response	24
28,000 - 32,999	0		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	80	3	7	0	1	55	19	11	0	7	15	9	0	23
Par. & Teachers Con.	63	20	6	0	1	55	30	1	0	7	11	3	1	36
Plan Educ. Programs Based on Evaluation	36	44	11	0	0	28	42	14	1	4	15	12	0	25
Prepare Written Reports	82	1	3	1	1	66	11	3	6	11	4	3	1	36
Follow-Up	63	11	7	4	1	46	20	14	3	11	3	4	1	30
Apply Behav. Mod.	33	47	6	4	0	28	49	4	0	4	23	4	0	23
Group Counseling	22	22	9	28	3	31	28	15	9	12	12	4	1	22
Ind. Counseling	73	9	1	6	1	52	17	6	4	17	7	3	1	25
Stand. Group Testing	6	20	25	38	3	3	25	23	33	0	7	11	9	25
Eval. Spec. Schl. Prog.	17	39	7	22	1	15	52	15	3	3	23	6	0	20
Eval. Reg. Schl. Prog.	4	36	3	41	1	6	66	6	7	3	23	3	1	26
Res. (Exp. Designs in Schools)	12	26	7	38	1	26	39	9	6	6	17	9	1	22
Res. (Survey Designs)	9	23	6	41	1	11	47	7	12	6	19	7	3	19
In-Service Training of Teachers	22	26	4	26	4	23	46	11	3	12	15	3	3	19

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

Activity	Most Time Consuming 1	2nd Most Time Consuming 2	3rd Most Time Consuming 3	4th Most Time Consuming 4	5th Most Time Consuming 5
Ind. Psych. Ed. Eval.	50	7	6	0	1
Parent & Teach Conf.	6	26	9	12	1
Plan Educ. Prog. Based on Evaluation	1	12	12	15	1
Prepare Written Reports	4	7	20	12	7
Follow-up	0	3	7	6	9

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	17
1 - 5	58
6 - 15	6
16 - 49	17
50 & above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	7	$15,000 - $17,999	1
$ 7,000 - $9,999	28	$18,000 - Up	0
$10,000 - $11,999	44	No Response	17
$12,000 - $14,999	3		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	22	11	11
9 1/2	12	12	7
10	28	No response	17
10 1/2	3		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	7	Separately Negotiated	26
Teacher's Schedule Plus Fixed Amt., etc.	33	Other Arrangements	7
Administrative Schedule	9	No Response	18

Seventy-seven percent stated their school system received specific state support for full time school psychologist while 4% said theirs did not. (19% did not answer this question).

Eleven percent state that they were directors of pupil personnel programs in their school systems but 69% were not. (20% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	6%	4%	4%
Reg. Private Counsel. Service	3%	0%	0%
Occasional Priv. Diag. Serv.	15%	14%	7%
Occasional Priv. Counsel Serv.	9%	6%	3%
Teach at College or University	9%	0%	7%
Work for Public Social Agency	1%	4%	0%
Part-Time for another School District	4%	17%	9%
Work in a Reading Clinic	0%	0%	3%
Other	1%	7%	7%

TABLE 25

Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	46%	26%	28%
Part of Exp. for at least 1 State Meeting	31%	12%	57%
Total Expenses for at least 1 National Meeting	25%	33%	42%
Part of Expenses for at least 1 National Meeting	28%	19%	53%

TABLE 26

Student/Psychologist Ratio

In The Employing School Districts of Respondents

N = 34*

Students per each Psychologist	percentage	Students per each psychologist	percentage
0 - 999	0	8,000 - 8,999	6
1,000 - 1,999	12	9,000 - 9,999	0
2,000 - 2,999	9	10,000 - 10,999	9
3,000 - 3,999	21	11,000 - 11,999	0
4,000 - 4,999	3	12,000 - 12,999	0
5,000 - 5,999	38	13,000 - 13,999	0
6,000 - 6,999	0	14,000 - 14,999	0
7,000 - 7,999	0	15,000 - 15,999	3

* Each school district was counted only once for this question.

MARYLAND
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF MARYLAND

Number of Psychologists reporting 53

TABLE 1
Employment Pattern of Maryland

Employment	Percentage
Self-employed	3
School System	86
State Dept. of Educ.	0
Mental Health Institute, Etc.	5
Teach at College or University	3
Did not respond	3

47% were males and 52% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	1
25 - 34	22
35 - 49	52
50 - 64	20
65 & Above	1
Did not respond	4

TABLE 3
Membership Patterns for Maryland Respondents

Organization	Percentage
APA	58
State APA	49
NASP	26
CEC	13
APGA	7
State Sch. Psy. Assn.	92

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	3
Master's	30
Specialist's	0
Doctorate	3
Master's + 30	62

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Three percent were working toward a Master's Degree.
b. Three percent were working toward a Specialist's Degree.
c. One percent planned to work toward a Specialist's Degree.
d. Twenty-two percent were working toward a Doctorate Degree while forty-one percent were not.
e. Thirteen percent planned to work toward the Doctorate Degree, eighteen percent did not.
f. Sixteen percent stated they were undecided about working toward a Doctorate.
g. Fifty-three percent did not respond to this question.

During the past year thirty-five percent of the respondents elected a course for credit at a college or university while 62% did not. (3% of the data was not accounted for).

During the past two years 77% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	77
Juvenile Court	37
Agency for Unwed Mothers	15
Diagnostic Clinic	84
Reading Clinic	73
Welfare Board	32
Private Psychologist	54
Private Psychiatrist	75
Detention Home	9
Tutorial Service	66
Dentist	13

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	66
M. D. Neurologist	88
Institutionalization	39
M. D. Eye-Ear	45

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	11
Secondary Teacher	32
Counselor	11
Administrator	16
Visiting Teacher	3
School Psychologist	90
Speech Therapist	1
No Certification or License	5

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	14
Secondary Teacher	26
School Counselor	37
School Psychologist	81

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	4
	Psychology	46
	Other	37
Master's	Education	24
	Psychology	67
	Other	4
Specialist's	Education	0
	Psychology	1
	Other	0

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage
Doctorate	Education	7
	Psychology	19
	Other	4

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	84
Specialist's	13
Doctorate	0

* 2% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted
to Federally Funded Programs

Time Devoted	Percentage
None	56
Less than 10%	28
10 - 25%	0
26 - 50%	1
51 - 75%	1
76 - 100%	7
Did not respond	7

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	15
EPDA	0
NDEA	0
OEO	6
Other*	0
Did not respond	79

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Eleven people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	73
Instructor	18
Administrator	0
Coordinator	0
Research	0
Consultant	27
Counselor	0
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	2
Educational Evaluation	2
Pre-School Consultation & Counseling	6
Elementary Consultation & Counseling	6
Secondary Consultation & Counseling	0
Group Procedures	2
Curriculum (Research & Development)	4
Remedial Programs	13
Training Programs (In-service)	7

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	0
Special Education	6
EMR in Regular Classes	0
Behavior Modification	6
Parental Programs	4
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	4
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	0
Communication Groups or Programs	0
Research	6
Other	17
No response	57

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele.

Skill	Percentage*
Psychological Diagnosis	43
Educational Diagnosis	15
Projective Analysis	4
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	9
Physiological Assessment	2
Counseling	20
Group Procedures	20
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	24
Behavior Modification	20
Motivation & Social Modeling	0
Consultation	19
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	20
Minority Programs	0
In-Service Training	2

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	13
Other	22
No Response	11

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention.

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	0
	Educational Diagnosis	0
	Consultation	6
Programming	Specific	2
	General	0
	Coordination	0
	Guidance-Counseling	0
	Curriculum	6
Professionalism	Role & Function	9
	Competency	2
	Organizations	0
	Case Load	4
	Licensing & Certification	7
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	2
	Inter-Professional Relations	9
	Funding	4
	Training Programs-Assessment	4
	Training Prog. - Accreditation	4
	Ethics	4
	Public Relations	4
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	0
Other		11
No Response		41

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	59	Edcologist	0
Psychologist	15	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	4
Educ. School Psychologist	0	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	0		
Counselor Psychologist	0	Other	6
		No Response	19

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	22
Town or Village	1
County	62
Combined District	0
No Response	15

TABLE 18
Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	0	33,000 - 37,999	0
3,000 - 7,999	1	38,000 - 57,999	1
8,000 - 12,999	0	58,000 - 97,999	13
13,000 - 17,999	5	98,000 -157,999	33
18,000 - 22,999	1	158,000 & Above	24
23,000 - 27,999	0	No Response	22
28,000 - 32,999	0		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons:	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	71	7	9	3	0	52	24	9	0	5	16	11	0	26
Par. & Teachers Conf.	66	15	9	1	0	54	18	3	3	11	9	5	1	28
Plan Educ. Programs Based on Evaluation	16	52	9	13	0	15	62	7	1	5	16	5	5	16
Prepare Written Reports	73	3	7	5	0	49	18	11	3	13	9	5	1	22
Follow-Up	22	24	13	20	1	16	30	28	3	5	5	11	1	28
Apply Behav. Mod.	18	47	7	13	0	16	45	18	0	13	16	13	1	15
Group Counseling	41	16	5	24	0	45	24	13	3	18	16	7	1	9
Ind. Counseling	50	15	5	9	1	45	24	5	5	11	13	3	1	24
Stand. Group Testing	1	3	3	73	1	5	20	13	41	0	7	7	13	30
Eval. Spec. Schl. Prog.	3	30	1	49	0	16	52	7	7	5	24	7	1	15
Eval. Reg. Schl. Prog.	3	20	3	56	0	15	52	9	7	3	22	5	7	15
Res. (Exp. Designs in Schools)	9	18	5	47	0	16	39	20	3	7	16	13	0	16
Res. (Survey Designs)	7	13	3	56	0	13	43	15	5	3	16	9	1	20
In-Service Training of Teachers	37	22	3	24	[illegible]	39	28	9	1	22	13	7	0	11

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	37	13	5	3	1
Parent & Teacher Conf.	11	15	15	9	7
Plan Educ. Prog. Based on Evaluation	1	3	9	20	5
Prepare Written Reports	3	22	20	3	3
Follow-Up	1	3	0	0	16

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	15
1 - 5	7
6 - 15	11
16 - 49	62
50 & Above	3

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$5,000 - $6,999	0	$15,000 - $17,999	11
$7,000 - $9,999	16	$18,000 - Up	13
$10,000 - $11,999	13	No Response	15
$12,000 - $14,999	32		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	0	11	3
9 1/2	5	12	62
10	15	No Response	15
10 1/2	0		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	37	Separately Negotiated	0
Teacher's Schedule Plus Fixed Amt., etc.	33	Other Arrangements	0
Administrative Schedule	15	No Response	15

Twenty-eight percent stated their school system received specific state support for full time school psychologists while 54% said theirs did not. (18% did not answer this question).

One percent stated that they were directors of pupil personnel programs in their school systems but 84% were not. (15% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	5%	1%	1%
Reg. Private Counsel. Service	5%	1%	1%
Occasional Priv. Diag. Serv.	22%	13%	3%
Occasional Priv. Counsel. Serv.	11%	11%	3%
Teach at College or University	24%	1%	5%
Work for Public Social Agency	1%	0%	0%
Part-Time for another School District	1%	1%	1%
Work in a Reading Clinic	0%	0%	0%
Other	13%	11%	3%

TABLE 25

Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	43%	26%	31%
Part of Exp. for at least 1 State Meeting	52%	7%	41%
Total Expenses for at Least 1 National Meeting	24%	39%	37%
Part of Expenses for at least 1 National Meeting	50%	13%	37%

TABLE 26

Student/Psychologist Ratio In The Employing School Districts of Respondents

N = 10*

Students per each Psychologist	Percentage	Students per each Psychologist	Percentage
0 - 999	0	8,000 - 8,999	0
1,000 - 1,999	10	9,000 - 9,999	0
2,000 - 2,999	0	10,000 - 10,999	10
3,000 - 3,999	10	11,000 - 11,999	0
4,000 - 4,999	40	12,000 - 12,999	0
5,000 - 5,999	10	13,000 - 13,999	0
6,000 - 6,999	10	14,000 - 14,999	0
7,000 - 7,999	10	15,000 & Above	0

* Each school district was counted only once for this question.

MICHIGAN

RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF MICHIGAN

Number of Psychologists reporting 127

TABLE 1

Employment Pattern of Michigan

Employment	Percentage
Self-employed	2
School System	81
State Dept. of Educ.	1
Mental Health Institute, Etc.	3
Teach at College or University	11
Did not respond	2

66% were males and 33% were females. (1% of the data was unaccountable).

TABLE 2

Age of Respondents

Age	Percentage
Below 25	0
25 - 34	28
35 - 49	51
50 - 64	18
65 & Above	1
Did not respond	2

TABLE 3

Membership Patterns for Michigan Respondents

Organization	Percentage
APA	55
State APA	51
NASP	33
CEC	43
APGA	7
State Sch. Psy. Assn.	82

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	25
Specialist's	3
Doctorate	6
Masters + 30	63

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

- a. Twelve percent were working toward a Specialist's Degree.
- b. Five percent planned to work toward a Specialist's Degree.
- c. Twelve percent were working toward a Doctorate Degree while forty-four percent were not.
- d. Eight percent planned to work toward the Doctorate Degree while twenty-eight percent did not.
- e. Sixteen percent stated they were undecided about working toward a Doctorate.
- f. Forty-eight percent did not respond to this question.

During the past year thirty-five percent of the respondents elected a course for credit at a college or university while 64% did not. (1% of the data was not accounted for).

During the past two years 77% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	66
Juvenile Court	33
Agency for Unwed Mothers	9
Diagnostic Clinic	62
Reading Clinic	49
Welfare Board	6
Private Psychologist	47
Private Psychiatrist	44
Detention Home	5
Tutorial Service	56
Dentist	14

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	64
M. D. Neurologist	69
Institutionalization	40
M. D. Eye-Ear	48

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	40
Secondary Teacher	47
Counselor	25
Administrator	20
Visiting Teacher	3
School Psychologist	91
Speech Therapist	3
No Certification or License	3

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	40
Secondary Teacher	28
School Counselor	28
School Psychologist	85

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage *
Bachelor's	Education	22
	Psychology	36
	Other	47
Master's	Education	28
	Psychology	65
	Other	9
Specialist's	Education	2
	Psychology	9
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	5
	Psychology	21
	Other	0

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	3
Master's	75
Specialist's	19
Doctorate	0

3% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	60
Less than 10%	24
10 - 25%	6
26 - 50%	0
51 - 75%	3
76 - 100%	2
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	28
EPDA	0
NDEA	1
OEO	9
Other*	6
Did not respond	56

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Forty-nine people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	43
Instructor	16
Administrator	16
Coordinator	4
Research	4
Consultant	20
Counselor	4
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	0
Educational Evaluation	1
Pre-School Consultation & Counseling	15
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	5
Remedial Programs	3
Training Programs (In-service)	6

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	1
Special Education	5
EMR in Regular Classes	0
Behavior Modification	1
Parental Programs	5
Community Programs - Socio-Economic	0
Community Programs - Drugs	2
Community Programs - Race	4
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	2
Communication Groups or Programs	0
Research	4
Other	9
No response	58

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	42
Educational Diagnosis	18
Projective Analysis	3
Preventive Procedures	0
Environmental Appraisal	1
Treatment Programs	4
Physiological Assessment	2
Counseling	14
Group Procedures	7
Prescriptive Teaching (specific)	5
Educational Programming (general-remedial)	24
Behavior Modification	18
Motivation & Social Modeling	0
Consultation	10
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	18
Minority Programs	0
In-Service Training	2

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	3
Other	29
No Response	12

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	0
	Educational Diagnosis	2
	Consultation	1
Programming	Specific	3
	General	1
	Coordination	0
	Guidance-Counseling	0
	Curriculum	1
Professionalism	Role & Function	15
	Competency	2
	Organizations	0
	Case Load	3
	Licensing & Certification	9
	In-Service for Sch. Psych.	1
	Recruitment-Manpower	3
	Inter-Professional Relations	2
	Funding	4
	Training Programs-Assessment	5
	Training Prog. - Accreditation	2
	Ethics	1
	Public Relations	2
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	2
	Research	3
Other		7
No response		48

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	77	Edcologist	0
Psychologist	4	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	2
Educ. School Psychologist	11	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	0		
Counselor Psychologist	0	Other	5
		No Response	5

* Total percentage over 100% due to multiple responses.

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	40
Town or Village	0
County	20
Combined District	11
No Response	29

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	0	33,000 - 37,999	3
3,000 - 7,999	12	38,000 - 57,999	4
8,000 - 12,999	17	58,000 - 97,999	3
13,000 - 17,999	9	98,000 -157,999	1
18,000 - 22,999	4	158,000 & Above	6
23,000 - 27,999	4	No Response	34
28,000 - 32,999	3		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	70	4	11	0	0	43	19	14	3	9	15	11	1	26
Par. & Teachers Conf.	51	18	7	4	2	44	25	6	0	11	9	4	3	32
Plan Educ. Programs Based on Evaluation	22	44	5	10	1	29	36	9	1	8	18	10	1	19
Prepare Written Reports	71	4	7	3	0	54	10	8	3	11	8	4	3	30
Follow-Up	28	25	11	17	0	36	22	20	1	9	9	14	2	24
Apply Behav. Mod.	14	45	4	17	2	22	40	12	3	9	21	7	4	16
Group Counseling	13	11	2	53	3	30	22	7	14	14	12	5	4	22
Ind. Counseling	36	16	3	29	0	41	24	3	9	18	8	5	5	21
Stand. Group Testing	7	10	4	55	3	4	29	14	27	2	12	4	10	29
Eval. Spec. Schl. Prog.	14	35	6	25	1	17	42	14	3	3	25	7	2	20
Eval. Reg. Schl. Prog.	4	19	1	54	2	8	51	8	7	1	24	6	2	25
Res. (Exp. Designs in Schools)	12	9	3	55	2	20	33	13	11	8	18	8	3	23
Res. (Survey Designs)	9	8	1	55	3	14	29	12	14	7	11	9	6	24
In-Service Training of Teachers	32	22	4	24	1	39	27	6	3	15	18	3	1	18

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	50	6	5	2	1
Parent & Teacher Conf.	2	15	20	14	1
Plan Educ. Prog. Based on Evaluation	2	4	13	21	6
Prepare Written Reports	5	29	14	4	5
Follow-Up	0	1	3	11	16

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	27
1 - 5	58
6 - 15	10
16 - 49	3
50 & Above	0

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	0	$15,000 - $17,999	17
$7,000 - $9,999	15	$18,000 - Up	3
$10,000 - $11,999	9	No Response	28
$12,000 - $14,999	28		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	7	11	5
9 1/2	16	12	6
10	28	No Response	29
10 1/2	9		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	11	Separately Negotiated	7
Teacher's Schedule Plus Fixed Amt., etc.	45	Other Arrangements	3
Administrative Schedule	7	No Response	27

Sixty-seven percent stated their school system received specific state support for full time school psychologists while 5% said theirs did not. (28% did not answer this question).

Seven percent stated that they were directors of pupil personnel programs in their school systems but 66% were not. (27% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	9%	8%	6%
Reg. Private Counsel. Service	8%	4%	4%
Occasional Priv. Diag. Serv.	14%	12%	5%
Occasional Priv. Counsel. Serv.	8%	5%	2%
Teach at College or University	23%	3%	5%
Work for Public Social Agency	2%	1%	3%
Part-Time for another School District	5%	2%	3%
Work in a Reading Clinic	0%	0%	1%
Other	3%	3%	7%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	54%	16%	30%
Part of Exp. for at least 1 State Meeting	33%	7%	60%
Total Expenses for at least 1 National Meeting	31%	32%	37%
Part of Expenses for at least 1 National Meeting	31%	19%	50%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 58*

Students per each Psychologist	Percentage**	Students per each Psychologist	Percentage**
0 - 999	0	8,000 - 8,999	3
1,000 - 1,999	3	9,000 - 9,999	0
2,000 - 2,999	7	10,000 - 10,999	10
3,000 - 3,999	7	11,000 - 11,999	2
4,000 - 4,999	5	12,000 - 12,999	0
5,000 - 5,999	43	13,000 - 13,999	2
6,000 - 6,999	7	14,000 - 14,999	0
7,000 - 7,999	5	15,000 - 15,999	5

* Each school district was counted only once for this question.
** 1% of the data not accounted for.

MINNESOTA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF MINNESOTA

Number of Psychologists reporting 51

TABLE 1
Employment Pattern of Minnesota

Employment	Percentage
Self-employed	7
School System	64
State Dept. of Educ.	0
Mental Health Institute, Etc.	17
Teach at College or University	9
Did not respond	3

62% were males and 37% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	0
25 - 34	27
35 - 49	52
50 - 64	19
65 & Above	0
Did not respond	2

TABLE 3
Membership Patterns for Minnesota Respondents

Organization	Percentage
APA	47
State APA	72
NASP	13
CEC	23
APGA	9
State Sch. Psy. Assn.	86

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	19
Specialist's	7
Doctorate	9
Masters + 30	60

* 4% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Seven percent were working toward a Specialist's Degree.
b. Three percent planned to work toward a Specialist's Degree.
c. Fifteen percent were working toward a Doctorate Degree while twenty-one percent were not.
d. Nine percent planned to work toward the Doctorate Degree while seven percent did not.
e. Fifteen percent stated they were undecided about working toward a Doctorate.
f. Sixty-nine percent did not respond to this question.

During the past year twenty-one percent of the respondents elected a course for credit at a college or university while 78% did not. (1% of the data was not accounted for).

During the past two years 76% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	68
Juvenile Court	25
Agency for Unwed Mothers	13
Diagnostic Clinic	70
Reading Clinic	56
Welfare Board	43
Private Psychologist	41
Private Psychiatrist	54
Detention Home	7
Tutorial Service	68
Dentist	5

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	45
M. D. Neurologist	70
Institutionalization	29
M. D. Eye-Ear	35

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	21
Secondary Teacher	29
Counselor	17
Administrator	13
Visiting Teacher	0
School Psychologist	94
Speech Therapist	0
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	18
Secondary Teacher	29
School Counselor	34
School Psychologist	88

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	22
	Psychology	49
	Other	27
Master's	Education	20
	Psychology	75
	Other	0
Specialist's	Education	2
	Psychology	18
	Other	0

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage
Doctorate	Education	0
	Psychology	35
	Other	2

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	0
Master's	58
Specialist's	41
Doctorate	0

* 1% of the data not accounted for.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	35
Less than 10%	19
10 - 25%	13
26 - 50%	9
51 - 75%	11
76 - 100%	5
Did not respond	8

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	35
EPDA	0
NDEA	0
OEO	0
Other*	12
Did not respond	53

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Twenty-four people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	63
Instructor	8
Administrator	21
Coordinator	4
Research	8
Consultant	42
Counselor	4
Other	0

*Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	0
Educational Evaluation	2
Pre-School Consultation & Counseling	12
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	6
Remedial Programs	2
Training Programs (In-service)	12

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	0
Special Education	8
EMR in Regular Classes	0
Behavior Modification	2
Parental Programs	10
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	0
Community Programs - Anti-Social Behavior	0
Medical Programs	2
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	2
Communication Groups or Programs	0
Research	16
Other	10
No response	41

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	22
Educational Diagnosis	24
Projective Analysis	0
Preventive Procedures	2
Environmental Appraisal	0
Treatment Programs	4
Physiological Assessment	0
Counseling	10
Group Procedures	10
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	22
Behavior Modification	25
Motivation & Social Modeling	0
Consultation	12
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	22
Minority Programs	0
In-Service Training	6

(Continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	8
Other	29
No Response	14

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	0
	Educational Diagnosis	4
	Consultation	0
Programming	Specific	0
	General	0
	Coordination	0
	Guidance-Counseling	0
	Curriculum	6
Professionalism	Role & Function	12
	Competency	2
	Organizations	0
	Case Load	2
	Licensing & Certification	10
	In-Service for Sch. Psych.	0
	Recruitment-Manpower	8
	Inter-Professional Relations	0
	Funding	0
	Training Programs-Assessment	4
	Training Prog. - Accreditation	0
	Ethics	0
	Public Relations	6
Prof. Knowledge	Drugs	2
	Anti-Social Behavior	0
	Educational Developments	2
	Research	0
Other		14
No response		47

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	63	Edcologist	0
Psychologist	10	Psyc. in the Schools	2
Pupil Personnel Service	2	Psychological Consultant	0
Educ. School Psychologist	8	Organizational Title (e. g. NASP)	2
Psycho-educ. Specialist	0	Other	6
Counselor Psychologist	0	No Response	10

* Total percentage over 100% due to multiple responses.

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	27
Town or Village	17
County	3
Combined District	25
No Response	28

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	7	33,000 - 37,999	0
3,000 - 7,999	17	38,000 - 57,999	1
8,000 - 12,999	19	58,000 - 97,999	11
13,000 - 17,999	3	98,000 -157,999	0
18,000 - 22,999	0	158,000 & Above	3
23,000 - 27,999	1	No Response	33
28,000 - 32,999	5		

TABLE 19

Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	66	5	5	1	1	41	23	17	0	7	27	13	0	15
Par. & Teachers Conf.	58	15	0	9	1	50	23	5	1	15	15	3	1	27
Plan Educ. Programs Based on Evaluation	25	47	7	1	1	27	45	7	0	11	21	7	0	23
Prepare Written Reports	74	0	5	3	1	50	5	15	7	15	7	7	3	35
Follow-Up	39	9	17	15	0	31	21	21	3	13	13	13	1	17
Apply Behav. Mod.	9	52	11	7	0	9	50	19	0	5	35	13	1	9
Group Counseling	5	15	1	60	0	17	37	17	11	15	23	5	5	17
Ind. Counseling	45	13	1	21	1	37	37	3	5	17	19	3	1	17
Stand. Group Testing	0	11	5	68	0	0	27	7	47	1	13	5	17	23
Eval. Spec. Schl. Prog.	7	45	5	25	0	13	5[illegible]	17	0	9	31	9	0	19
Eval. Reg. Schl. Prog.	5	33	0	49	0	7	64	5	3	11	29	5	5	21
Res. (Exp. Designs in Schools)	7	21	1	54	0	21	39	15	3	9	27	7	3	19
Res. (Survey Designs)	9	21	3	50	0	19	37	11	9	9	21	7	3	19
In-Service Training of Teachers	39	21	5	13	3	49	27	1	1	29	15	3	1	11

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	41	11	3	3	1
Parent & Teacher Conf.	13	13	11	7	1
Plan Educ. Prog. Based on Evaluation	1	3	13	9	5
Prepare Written Reports	0	19	17	3	7
Follow-Up	0	3	3	0	19

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	25
1 - 5	58
6 - 15	15
16 - 49	0
50 & Above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	3	$15,000 - $17,999	27
$ 7,000 - $9,999	3	$18,000 - Up	7
$10,000 - $11,999	3	No Response	28
$12,000 - $14,999	29		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	7	11	5
9 1/2	23	12	3
10	23	No Response	28
10 1/2	11		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	15	Separately Negotiated	15
Teacher's Schedule Plus Fixed Amt., etc.	25	Other Arrangements	5
Administrative Schedule	13	No Response	27

Seventy-four percent stated their school system received specific state support for full time school psychologists while 1% said theirs did not. (25% did not answer this question).

Three percent stated that they were directors of pupil personnel programs in their school systems but 72% were not. (25% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	7%	9%	7%
Reg. Private Counsel. Service	3%	3%	1%
Occasional Priv. Diag. Serv.	7%	29%	11%
Occasional Priv. Counsel Serv.	1%	1%	0%
Teach at College or University	5%	3%	9%
Work for Public Social Agency	1%	1%	3%
Part-Time for another School District	5%	11%	9%
Work in a Reading Clinic	0%	0%	0%
Other	3%	3%	7%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	49%	15%	36%
Part of Exp. for at least 1 State Meeting	27%	5%	68%
Total Expenses for at least 1 National Meeting	37%	19%	44%
Part of Expenses for at least 1 National Meeting	35%	7%	58%

TABLE 26
Student/Psychologist Ratio In The Employing School Districts of Respondents
N = 32*

Students per each Psychologist	Percentage**	Students per each Psychologist	Percentage**
0 - 999	0	8,000 - 8,999	3
1,000 - 1,999	3	9,000 - 9,999	0
2,000 - 2,999	6	10,000 - 10,999	3
3,000 - 3,999	28	11,000 - 11,999	0
4,000 - 4,999	0	12,000 - 12,999	3
5,000 - 5,999	34	13,000 - 13,999	0
6,000 - 6,999	6	14,000 - 14,999	0
7,000 - 7,999	3	15,000 - 15,999	9

* Each school district was counted only once for this question.
** 2% of the data not accounted for.

MISSOURI
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF MISSOURI

Number of Psychologists reporting 88

TABLE 1
Employment Pattern of Missouri

Employment	Percentage
Self-employed	1
School System	89
State Dept. of Educ.	1
Mental Health Institute, Etc.	2
Teach at College or University	5
Did not respond	2

50% were males and 50% were females.

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	21
35 - 49	42
50 - 64	29
65 & Above	2
Did not respond	2

TABLE 3
Membership Patterns for Missouri Respondents

Organization	Percentage
APA	10
State APA	15
NASP	11
CEC	10
APGA	47
State Sch. Psy. Assn.	13

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	51
Specialist's	1
Doctorate	1
Masters + 30	45

* 1% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Six percent were working toward a Specialist's Degree.
c. Eleven percent planned to work toward a Specialist's Degree.
d. Nine percent were working toward a Doctorate Degree while sixty percent were not.
e. Thirteen percent planned to work toward the Doctorate Degree while forty percent did not.
f. Eighteen percent stated they were undecided about working toward a Doctorate.
g. Twenty-nine percent did not respond to this question.

During the past year forty-four percent of the respondents elected a course for credit at a college or university while 53% did not. (3% of the data was not accounted for).

During the past two years 78% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	56
Juvenile Court	39
Agency for Unwed Mothers	15
Diagnostic Clinic	68
Reading Clinic	55
Welfare Board	40
Private Psychologist	43
Private Psychiatrist	50
Detention Home	12
Tutorial Service	53
Dentist	20

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	47
M. D. Neurologist	26
Institutionalization	18
M. D. Eye-Ear	34

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	42
Secondary Teacher	73
Counselor	82
Administrator	30
Visiting Teacher	5
School Psychologist	45
Speech Therapist	0
No Certification or License	1

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	53
Secondary Teacher	67
School Counselor	74
School Psychologist	25

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	31
	Psychology	11
	Other	60
Master's	Education	80
	Psychology	15
	Other	3
Specialist's	Education	10
	Psychology	8
	Other	0

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	3
	Psychology	3
	Other	0

* Total percentage may be over 100% because some people earned more than one of a particular degree.

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	0
Master's	71
Specialist's	21
Doctorate	6

* 2% of the data not accounted for.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	52
Less than 10%	25
10 - 25%	4
26 - 50%	3
51 - 75%	2
76 - 100%	9
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	30
EPDA	1
NDEA	7
OEO	3
Other*	1
Did not respond	58

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Thirty-seven people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	51
Instructor	5
Administrator	11
Coordinator	3
Research	3
Consultant	3
Counselor	43
Other	3

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	2
Educational Evaluation	1
Pre-School Consultation & Counseling	0
Elementary Consultation & Counseling	5
Secondary Consultation & Counseling	3
Group Procedures	1
Curriculum (Research & Development)	1
Remedial Programs	2
Training Programs (In-service)	5

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	0
Special Education	7
EMR in Regular Classes	0
Behavior Modification	2
Parental Programs	3
Community Programs - Socio-Economic	0
Community Programs - Drugs	2
Community Programs - Race	2
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	5
Other	7
No Response	57

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	22
Educational Diagnosis	14
Projective Analysis	0
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	6
Physiological Assessment	0
Counseling	11
Group Procedures	8
Prescriptive Teaching (specific)	1
Educational Programming (general-remedial)	11
Behavior Modification	6
Motivation & Social Modeling	0
Consultation	5
Anti-Social Behavior Intervention	0
Drugs	2
Delinquency	0
Communication (Rapport-Interaction)	17
Minority Programs	1
In-Service Training	3

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	5
Other	27
No Response	26

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	0
Programming	Specific	0
	General	1
	Coordination	1
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	1
	Competency	0
	Organizations	0
	Case Load	1
	Licensing & Certification	8
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	3
	Inter-Professional Relations	2
	Funding	5
	Training Programs-Assessment	2
	Training Prog.-Accreditation	1
	Ethics	1
	Public Relations	6
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	1
	Educational Developments	1
	Research	0
Other		6
No Response		56

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	39	Edcologist	0
Psychologist	3	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	3
Educ. school psychologist	1	Organizational Title (e. g. NASP)	5
Psycho-educ. Specialist	0	Other	20
Counselor Psychologist	3	No Response	26

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	31
Town or Village	4
County	5
Combined District	14
No Response	46

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	12	33,000 - 37,999	0
3,000 - 7,999	11	38,000 - 57,999	1
8,000 - 12,999	11	58,000 - 97,999	1
13,000 - 17,999	4	98,000 -157,999	7
18,000 - 22,999	1	158,000 & Above	1
23,000 - 27,999	3	No Response	48
28,000 - 32,999	0		

TABLE 19
Percentage of Respondents Reporting on Role and Function *

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	64	5	4	4	3	43	12	12	1	7	4	2	0	32
Par. & Teachers Con.	46	18	4	11	1	34	23	6	3	7	5	2	2	26
Plan Educ. Programs Based on Evaluation	25	23	15	13	2	15	39	12	0	4	7	5	1	25
Prepare Written Reports	62	4	5	6	2	40	15	10	2	7	3	4	0	27
Follow-Up	45	7	13	12	0	37	18	13	1	5	3	3	2	26
Apply Behav. Mod.	17	28	9	21	2	18	29	11	4	6	3	11	1	21
Group Counseling	40	3	7	23	2	39	21	12	1	11	6	5	1	21
Ind. Counseling	67	2	3	7	2	57	6	4	2	10	2	2	0	28
Stand. Group Testing	40	4	15	15	4	13	15	20	21	5	2	5	1	28
Eval. Spec. Schl. Prog.	10	34	7	23	0	11	46	9	1	2	11	5	1	25
Eval. Reg. Schl. Prog.	7	32	7	30	0	9	40	10	9	2	13	4	1	22
Res. (Exp. Designs in Schools)	11	13	9	40	4	12	36	12	5	5	5	6	0	27
Res. (Survey Designs)	10	13	11	39	2	11	31	13	6	4	6	5	0	27
In-Service Training of Teachers	6	14	9	39	2	12	37	6	7	3	2	7	1	28

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate- Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	18	6	5	6	3
Parent & Teach Conf.	2	4	13	11	7
Plan Educ. Prog. Based on Evaluation	2	9	4	5	2
Prepare Written Reports	1	10	6	6	2
Follow-up	1	3	5	7	13

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	55
1 - 5	25
6 - 15	13
16 - 49	5
50 & Above	0

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	12	$15,000 - $17,999	2
$ 7,000 - $9,999	12	$18,000 - Up	1
$10,000 - $11,999	15	No Response	45
$12,000 - $14,999	13		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	7	11	2
9 1/2	12	12	5
10	22	No Response	46
10 1/2	6		

TABLE 23

Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	23	Separately Negotiated	5
Teacher's Schedule Plus Fixed Amt. etc.	23	Other Arrangements	0
Administrative Schedule	4	No Response	45

Nineteen percent stated their school system received specific state support for full time school psychologists while 28% said theirs did not. (53% did not answer this question).

Fifteen percent stated that they were directors of pupil personnel programs in their school systems but 40% were not. (45% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	1%	0%	0%
Reg. Private Counsel. Service	0%	0%	0%
Occasional Priv. Diag. Serv.	6%	3%	5%
Occasional Priv. Counsel Serv.	7%	3%	5%
Teach at College or University	6%	2%	4%
Work for Public Social Agency	1%	0%	2%
Part-Time for another School District	2%	1%	0%
Work in a Reading Clinic	1%	0%	0%
Other	2%	1%	2%

TABLE 25
Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	31%	18%	51%
Part of Exp. for at least 1 State Meeting	13%	11%	76%
Total Expenses for at least 1 National Meeting	18%	21%	61%
Part of Expenses for at least 1 National Meeting	13%	20%	67%

TABLE 26
Student/Psychologist Ratio In The Employing School Districts of Respondents
N = 31*

Students per each Psychologist	Percentage	Students per each psychologist	Percentage
0 - 999	36	8,000 - 8,999	0
1,000 - 1,999	13	9,000 - 9,999	3
2,000 - 2,999	3	10,000 - 10,999	10
3,000 - 3,999	16	11,000 - 11,999	0
4,000 - 4,999	0	12,000 - 12,999	0
5,000 - 5,999	10	13,000 - 13,999	0
6,000 - 6,999	3	14,000 - 14,999	0
7,000 - 7,999	0	15,000 - 15,999	6

* Each school district was counted only once for this question.

NEW JERSEY
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF NEW JERSEY

Number of Psychologists reporting 102

TABLE 1
Employment Pattern of New Jersey

Employment	Percentage
Self-employed	3
School System	86
State Dept. of Educ.	1
Mental Health Institute, Etc.	1
Teach at College or University	5
Did not respond	4

64% were males and 35% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	3
25 - 34	19
35 - 49	55
50 - 64	18
65 & Above	1
Did not respond	4

TABLE 3
Membership Patterns for New Jersey Respondents

Organization	Percentage
APA	71
State APA	70
NASP	26
CEC	15
APGA	8
State Sch. Psy. Assn.	60

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	13
Specialist's	0
Doctorate	4
Masters + 30	79

* 4% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Two percent were working toward a Specialist's Degree.
b. Thirty-four percent planned to work toward a Specialist's Degree.
c. Twenty-one percent were working toward a Doctorate Degree while forty percent were not.
d. Eight percent planned to work toward the Doctorate Degree while twenty-two percent did not.
e. Twelve percent stated they were undecided about working toward a Doctorate.
f. Fifty-eight percent did not respond to this question.

During the past year forty-one percent of the respondents elected a course for credit at a college or university while 58% did not. (1% of the data was not accounted for).

During the past two years 67% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	85
Juvenile Court	37
Agency for Unwed Mothers	18
Diagnostic Clinic	78
Reading Clinic	46
Welfare Board	34
Private Psychologist	76
Private Psychiatrist	86
Detention Home	10
Tutorial Service	54
Dentist	15

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	61
M. D. Neurologist	89
Institutionalization	61
M. D. Eye-Ear	54

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	30
Secondary Teacher	36
Counselor	24
Administrator	18
Visiting Teacher	4
School Psychologist	98
Speech Therapist	3
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	26
Secondary Teacher	29
School Counselor	48
School Psychologist	85

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	15
	Psychology	49
	Other	37
Master's	Education	20
	Psychology	72
	Other	8
Specialist's	Education	1
	Psychology	15
	Other	1

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	3
	Psychology	25
	Other	0

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	52
Specialist's	34
Doctorate	8

* 5% of the data not accounted for.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	63
Less than 10%	24
10 - 25%	6
26 - 50%	2
51 - 75%	0
76 - 100%	0
Did not respond	5

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	22
EPDA	0
NDEA	0
OEO	7
Other*	5
Did not respond	66

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Thirty-five people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	57
Instructor	20
Administrator	20
Coordinator	3
Research	0
Consultant	20
Counselor	0
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	3
Pre-School Consultation & Counseling	6
Elementary Consultation & Counseling	0
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	3
Remedial Programs	1
Training Programs (In-service)	13

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	[illegible]
Gifted Programs	2
Special Education	5
EMR in Regular Classes	0
Behavior Modification	1
Parental Programs	5
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	0
Community Programs - Anti-Social Behavior	1
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	1
Communication Groups or Programs	0
Research	10
Other	11
No response	49

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	36
Educational Diagnosis	9
Projective Analysis	4
Preventive Procedures	0
Environmental Appraisal	1
Treatment Programs	8
Physiological Assessment	3
Counseling	14
Group Procedures	6
Prescriptive Teaching (specific)	1
Educational Programming (general-remedial)	26
Behavior Modification	3
Motivation & Social Modeling	1
Consultation	6
Anti-Social Behavior Intervention	0
Drugs	2
Delinquency	0
Communication (Rapport-Interaction)	30
Minority Programs	0
In-Service Training	5

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	0
Other	35
No Response	13

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	0
	Consultation	1
Programming	Specific	2
	General	2
	Coordination	0
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	19
	Competency	1
	Organizations	0
	Case Load	3
	Licensing & Certification	3
	In-Service for Sch. Psych.	1
	Recruitment-Manpower	1
	Inter-Professional Relations	3
	Funding	2
	Training Programs-Assessment	3
	Training Prog.-Accreditation	3
	Ethics	0
	Public Relations	3
Prof. Knowledge	Drugs	2
	Anti-Social Behavior	1
	Educational Developments	0
	Research	1
Other		11
No Response		48

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	57	Edcologist	0
Psychologist	8	Psyc. in the Schools	0
Pupil Personnel Service	1	Psychological Consultant	3
Educ. School Psychologist	3	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	0	Other	9
Counselor Psychologist	0	No Response	21

* Total percentage over 100% due to multiple responses.

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	15
Town or Village	51
County	0
Combined District	10
No Response	24

TABLE 18

Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	21	33,000 - 37,999	0
3,000 - 7,999	34	38,000 - 57,999	0
8,000 - 12,999	13	58,000 - 97,999	0
13,000 - 17,999	5	98,000 -157,999	0
18,000 - 22,999	2	158,000 & Above	0
23,000 - 27,999	0	No Response	25
28,000 - 32,999	0		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	76	3	7	0	1	45	14	18	0	7	7	8	0	24
Par. & Teachers Conf.	67	15	7	0	0	51	18	7	0	12	4	3	0	24
Plan Educ. Programs Based on Evaluation	28	41	14	5	0	25	35	18	0	6	11	9	2	15
Prepare Written Reports	77	4	6	1	0	57	6	8	4	12	0	4	0	29
Follow-Up	46	12	15	13	1	32	18	26	3	7	2	11	1	19
Apply Behav. Mod.	18	42	6	18	0	15	42	14	6	12	9	8	2	12
Group Counseling	35	6	4	34	0	41	18	11	3	12	7	4	4	16
Ind. Counseling	66	7	3	7	0	54	10	8	5	11	6	1	1	21
Stand. Group Testing	3	16	13	48	0	1	31	15	28	1	6	3	7	24
Eval. Spec. Schl. Prog.	21	31	17	15	0	14	45	23	0	2	17	9	0	16
Eval. Reg. Schl. Prog.	5	30	3	43	0	7	53	10	6	1	13	4	9	19
Res. (Exp. Designs in Schools)	12	17	8	43	1	28	29	16	3	6	6	6	2	21
Res. (Survey Designs)	11	14	6	47	0	22	29	17	6	6	5	7	2	21
In-Service Training of Teachers	25	22	6	26	0	40	22	12	3	6	13	6	2	16

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	40	12	4	2	2
Parent & Teach Conf.	3	22	13	12	5
Plan Educ. Prog. Based on Evaluation	5	8	6	9	7
Prepare Written Reports	4	8	20	9	5
Follow-Up	0	0	7	9	17

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	21
1 - 5	75
6 - 15	2
16 - 49	0
50 & Above	0

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	0	$15,000 - $17,999	23
$ 7,000 - $9,999	1	$18,000 - Up	7
$10,000 - $11,999	10	No Response	27
$12,000 - $14,999	32		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	0	11	9
9 1/2	1	12	16
10	49	No Response	25
10 1/2	0		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	7	Separately Negotiated	25
Teacher's Schedule Plus Fixed Amt., etc.	31	Other Arrangements	2
Administrative Schedule	11	No Response	24

Seventy-four percent stated their school system received specific state support for full time school psychologists while 3% said theirs did not. (23% did not answer this question).

Eighteen percent stated that they were directors of pupil personnel programs in their school systems but 60% were not. (22% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	19%	16%	8%
Reg. Private Counsel. Service	18%	10%	7%
Occasional Priv. Diag. Serv.	18%	16%	7%
Occasional Priv. Counsel Serv.	14%	5%	3%
Teach at College or University	19%	0%	3%
Work for Public Social Agency	3%	2%	2%
Part-Time for another School District	7%	8%	2%
Work in a Reading Clinic	0%	0%	0%
Other	2%	2%	1%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	50%	14%	36%
Part of Exp. for at least 1 State Meeting	33%	5%	62%
Total Expenses for at least 1 National Meeting	24%	28%	48%
Part of Expenses for at least 1 National Meeting	34%	12%	54%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 77*

Students per each Psychologist	Percentage	Student per each psychologist	Percentage
0 - 999	0	8,000 - 8,999	0
1,000 - 1,999	12	9,000 - 9,999	0
2,000 - 2,999	27	10,000 - 10,999	3
3,000 - 3,999	28	11,000 - 11,999	0
4,000 - 4,999	3	12,000 - 12,999	0
5,000 - 5,999	21	13,000 - 13,999	0
6,000 - 6,999	1	14,000 - 14,999	0
7,000 - 7,999	5	15,000 - 15,999	0

* Each school district was counted only once for this question.

NEW YORK
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF NEW YORK

Number of Psychologists reporting 267

TABLE 1
Employment Pattern of New York

Employment	Percentage
Self-employed	1
School System	82
State Dept. of Educ.	1
Mental Health Institute, Etc.	4
Teach at College or University	7
Did not respond	5

64% were males and 35% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	14
35 - 49	63
50 - 64	16
65 & Above	0
Did not respond	3

TABLE 3
Membership Patterns for New York Respondents

Organization	Percentage
APA	52
State APA	34
NASP	20
CEC	14
APGA	5
State Sch. Psy. Assn.	51

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	19
Specialist's	1
Doctorate	2
Masters + 30	75

* 3% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Specialist's Degree.
b. Two percent planned to work toward a Specialist's Degree.
c. Seventeen percent were working toward a Doctorate Degree while forty-five percent were not.
d. Thirteen percent planned to work toward the Doctorate Degree twenty-five percent did not.
e. Seventeen percent stated they were undecided about working toward a Doctorate.
f. Forty-five percent did not respond to this question.

During the past year twenty-three percent of the respondents elected a course for credit at a college or university while 75% did not. (2% of the data was not accounted for).

During the past two years 67% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	72
Juvenile Court	26
Agency for Unwed Mothers	8
Diagnostic Clinic	73
Reading Clinic	55
Welfare Board	28
Private Psychologist	54
Private Psychiatrist	61
Detention Home	6
Tutorial Service	48
Dentist	5

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	53
M. D. Neurologist	75
Institutionalization	31
M. D. Eye-Ear	31

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	22
Secondary Teacher	29
Counselor	20
Administrator	11
Visiting Teacher	1
School Psychologist	98
Speech Therapist	1
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	22
Secondary Teacher	26
School Counselor	46
School Psychologist	84

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	8
	Psychology	57
	Other	34
Master's	Education	17
	Psychology	73
	Other	6
Specialist's	Education	1
	Psychology	15
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage
Doctorate	Education	3
	Psychology	20
	Other	1

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	61
Specialist's	28
Doctorate	7

* 3% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	60
Less than 10%	20
10 - 25%	8
26 - 50%	3
51 - 75%	0
76 - 100%	4
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	24
EPDA	0
NDEA	0
OEO	4
Other*	6
Did not respond	66

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Ninety-one people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	63
Instructor	8
Administrator	11
Coordinator	9
Research	3
Consultant	29
Counselor	5
Other	0

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	4
Pre-School Consultation & Counseling	6
Elementary Consultation & Counseling	1
Secondary Consultation & Counseling	0
Group Procedures	2
Curriculum (Research & Development)	5
Remedial Programs	10
Training Programs (In-service)	10

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	0
Special Education	4
EMR in Regular Classes	0
Behavior Modification	3
Parental Programs	3
Community Programs - Socio-Economic	3
Community Programs - Drugs	3
Community Programs - Race	1
Community Programs - Anti-Social Behavior	0
Medical Programs	1
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	2
Communication Groups or Programs	1
Research	9
Other	9
No response	45

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	26
Educational Diagnosis	22
Projective Analysis	3
Preventive Procedures	2
Environmental Appraisal	0
Treatment Programs	4
Physiological Assessment	3
Counseling	20
Group Procedures	13
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	27
Behavior Modification	13
Motivation & Social Modeling	1
Consultation	10
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	26
Minority Programs	1
In-Service Training	3

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	6
Other	30
No Response	11

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	1
Programming	Specific	2
	General	2
	Coordination	1
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	13
	Competency	4
	Organizations	1
	Case Load	2
	Licensing & Certification	7
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	3
	Inter-Professional Relations	3
	Funding	2
	Training Programs-Assessment	6
	Training Prog.-Accreditation	0
	Ethics	2
	Public Relations	6
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	3
Other		7
No Response		42

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	60	Edcologist	0
Psychologist	9	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	2
Educ. School Psychologist	4	Organizational Title (e. g. NASP)	0
Psycho-educ. Specialist	0	Other	0
Counselor Psychologist	0	No Response	11

* 4% of the data not accounted for.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	12
Town or Village	32
County	10
Combined District	22
No Response	24

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	14	33,000 - 37,999	0
3,000 - 7,999	36	38,000 - 57,999	1
8,000 - 12,999	13	58,000 - 97,999	0
13,000 - 17,999	7	98,000 -157,999	0
18,000 - 22,999	1	158,000 & Above	1
23,000 - 27,999	1	No Response	25
28,000 - 32,999	1		

TABLE 19
Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	77	3	4	1	1	44	20	14	0	4	13	9	0	31
Par. & Teachers Conf.	68	10	3	4	2	54	20	7	0	10	6	3	1	34
Plan Educ. Programs Based on Evaluation	22	44	5	10	3	23	45	14	1	8	15	8	1	27
Prepare Written Reports	77	1	2	2	2	59	11	7	2	10	2	4	0	39
Follow-Up	53	16	7	7	1	38	22	21	1	6	4	12	1	31
Apply Behav. Mod.	14	41	6	17	4	16	43	17	4	10	14	7	1	22
Group Counseling	28	11	1	38	2	43	23	7	2	15	9	7	1	22
Ind. Counseling	72	3	2	6	2	62	12	4	1	11	9	2	1	29
Stand. Group Testing	4	22	7	47	1	1	42	11	25	0	10	6	8	29
Eval. Spec. Schl. Prog.	15	33	5	29	1	14	49	14	3	5	19	8	1	21
Eval. Reg. Schl. Prog.	5	31	3	41	2	8	58	8	7	3	16	5	3	28
Res. (Exp. Designs in Schools)	9	17	5	47	3	20	35	19	7	7	10	8	1	29
Res. (Survey Designs)	6	17	2	49	3	13	36	16	11	5	11	7	2	30
In-Service Training of Teachers	23	19	4	33	4	34	35	9	2	15	9	5	1	24

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at
2. Consultant 4. No role responsibility University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	44	13	4	1	0
Parent & Teach Conf.	8	24	14	7	4
Plan Educ. Prog. Based on Evaluation	1	4	8	8	9
Prepare Written Reports	1	11	18	11	12
Follow-Up	0	2	5	9	13

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	22
1 - 5	62
6 - 15	12
16 - 49	1
50 & Above	1

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	1	$15,000 - $17,999	17
$ 7,000 - $9,999	6	$18,000 - Up	6
$10,000 - $11,999	11	No Response	23
$12,000 - $14,999	36		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	1	11	12
9 1/2	1	12	5
10	57	No Response	22
10 1/2	2		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	9	Separately Negotiated	17
Teacher's Schedule Plus Fixed Amt., etc.	44	Other Arrangements	2
Administrative Schedule	6	No Response	22

Twenty-one percent stated their school system received specific state support for full time school psychologists while 54% said theirs did not.(25% did not answer this question).

Five percent stated that they were directors of pupil personnel programs in their school systems but 74% were not. (21% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	7%	5%	5%
Reg. Private Counsel. Service	10%	6%	6%
Occasional Priv. Diag. Serv.	13%	10%	4%
Occasional Priv. Counsel Serv.	10%	3%	1%
Teach at College or University	19%	1%	7%
Work for Public Social Agency	5%	4%	5%
Part-Time for another School District	5%	6%	4%
Work in a Reading Clinic	0%	0%	0%
Other	8%	4%	7%

TABLE 25

Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	58%	14%	28%
Part of Exp. for at least 1 State Meeting	30%	10%	60%
Total Expenses for at least 1 National Meeting	27%	27%	46%
Part of Expenses for at least 1 National Meeting	38%	14%	48%

TABLE 26

Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 170*

Students per each Psychologist	Percentage	Student per each psychologist	Percentage
0 - 999	4	8,000 - 8,999	0
1,000 - 1,999	18	9,000 - 9,999	0
2,000 - 2,999	21	10,000 - 10,999	1
3,000 - 3,999	25	11,000 - 11,999	0
4,000 - 4,999	0	12,000 - 12,999	0
5,000 - 5,999	26	13,000 - 13,999	0
6,000 - 6,999	2	14,000 - 14,999	0
7,000 - 7,999	2	15,000 - 15,999	1

* Each school district was counted only once for this question.

OHIO
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF OHIO

Number of Psychologists reporting 332*

TABLE 1
Employment Pattern of Ohio

Employment	Percentage
Self-employed	0
School System	87
State Dept. of Educ.	1
Mental Health Institute, Etc.	1
Teach at College or University	7
Did not respond	4

Fifty-four percent of the respondents were males and forty-five percent were females. (1% not accounted for).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	29
35 - 49	48
50 - 64	15
65 & Above	1
Did not respond	3

TABLE 3
Membership Patterns for Ohio Respondents

Organization	Percentage
APA	23
State APA	15
NASP	61
CEC	35
APGA	8
State Sch. Psy. Assn.	100

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* Members of the Ohio School Psychologists Association.

TABLE 4
Highest Degree Earned

Degree	Percentage
Bachelor's	1
Master's	39
Specialist's	0
Doctorate	2
Masters + 30	55
Did not respond	3

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Four percent were working toward a Specialist's Degree.
c. Six percent planned to work toward a Specialist's Degree.
d. Seventeen percent were working toward a Doctorate Degree.
e. Fifteen percent planned to work toward the Doctorate Degree.
f. Twenty-four percent stated they were undecided about working toward the Doctorate.
g. Thirty five percent did not respond to this question.

During the past year, thirty-seven percent of the respondents elected a course for credit at a college or university while 61% did not. (2% of the data was not accounted for).

During the past two years seventy-nine percent of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	76
Juvenile Court	38
Agency for Unwed Mothers	6
Diagnostic Clinic	70
Reading Clinic	51
Welfare Board	37
Private Psychologist	58
Private Psychiatrist	53
Detention Home	7
Tutorial Service	77
Dentist	16

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	79
M. D. Neurologist	80
Institutionalization	36
M. D. Eye-Ear	59

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Areas	Percentage
Elementary Teacher	41
Secondary Teacher	65
Counselor	18
Administrator	43
Visiting Teacher	1
School Psychologist	96
Speech Therapist	1
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	41
Secondary Teacher	55
School Counselor	38
School Psychologist	75*

* The 25% who reported no experience as a School Psychologist included school psychologist interns, university or college professors and administrators.

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	27
	Psychology	21
	Other	55
Master's	Education	43
	Psychology	52
	Other	5
Specialist's	Education	1
	Psychology	9
	Other	1

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	1
	Psychology	6
	Other	1

* Total percentage may be over 100% because some people have earned more than one degree of a particular type.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage
Bachelor's	0
Master's	81
Specialist's	16
Doctorate	1

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	55
Less than 10%	27
10 - 25%	5
26 - 50%	2
51 - 75%	0
76 - 100%	6
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	30
EPDA	0
NDEA	0
OEO	7
Other*	4
Did not respond	59

* The "Other" category included programs which due to the uniqueness of the titles reported could not be placed under one of the listed Federal Programs.

One hundred thirty-four people reported being involved in Federally Funded Programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	60
Instructor	2
Administrator	25
Coordinator	5
Research	5
Consultant	23
Counselor	3

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	3
Pre-School Consultation & Counseling	8
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	0
Group Procedures	1
Curriculum (Research & Development)	3
Remedial Programs	6
Training Programs (In-service)	11

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	0
Special Education	13
EMR in Regular Classes	0
Behavior Modification	5
Parental Programs	3
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	2
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	5
Other	7
No Response	46

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	39
Educational Diagnosis	22
Projective Analysis	3
Preventive Procedures	1
Environmental Appraisal	0
Treatment Programs	4
Physiological Assessment	1
Counseling	23
Group Procedures	12
Prescriptive Teaching (specific)	9
Educational Programming (general-remedial)	23
Behavior Modification	20
Motivation & Social Modeling	0
Consultation	5
Anti-Social Behavior Intervention	1
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	26
Minority Programs	0
In-Service Training	4

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	6
Other	25
No Response	10

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	1
Programming	Specific	1
	General	0
	Coordination	0
	Guidance-Counseling	1
	Curriculum	2
Professionalism	Role & Function	13
	Competency	2
	Organizations	2
	Case Load	2
	Licensing & Certification	12
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	1
	Inter-Professional Relations	2
	Funding	4
	Training Programs-Assessment	6
	Training Prog.-Accreditation	3
	Ethics	1
	Public Relations	5
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	[illegible]
Other		[illegible]
No Response		47

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	65	Edcologist	0
Psychologist	5	Psyc. in the Schools	1
Pupil Personnel Service	0	Psychological Consultant	4
Educ. School Psychologist	4	Organizational Title (e. g. NASP)	2
Psycho-educ. Specialist	1	Other	7
Counselor Psychologist	0	No Response	11

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	50
Town or Village	3
County	20
Combined District	4
No Response	23

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	4	33,000 - 37,999	0
3,000 - 7,999	25	38,000 - 57,999	2
8,000 - 12,999	13	58,000 - 97,999	8
13,000 - 17,999	8	98,000 -157,999	4
18,000 - 22,999	3	158,000 & Above	0
23,000 - 27,999	3	No Response	28
28,000 - 32,999	2		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	84	2	4	2	1	62	12	8	0	11	13	6	1	34
Par. & Teachers Con.	74	9	3	5	0	59	21	3	0	13	10	4	0	35
Plan Educ. Programs Based on Evaluation	27	42	5	13	1	24	47	11	1	9	19	9	1	25
Prepare Written Reports	83	0	3	3	1	68	6	5	2	12	3	3	1	43
Follow-Up	60	11	8	11	1	44	22	15	2	10	9	8	2	35
Apply Behav. Mod.	18	47	6	16	1	22	47	12	1	14	24	10	1	14
Group Counseling	19	15	2	49	3	35	32	9	4	17	19	6	3	20
Ind. Counseling	54	15	6	14	0	43	28	5	5	11	13	3	4	30
Stand. Group Testing	6	19	18	44	3	2	36	12	32	0	11	9	10	32
Eval. Spec. Schl. Prog.	9	28	8	40	2	10	55	11	5	6	22	10	3	21
Eval. Reg. Schl. Prog.	2	22	2	59	3	4	63	6	8	3	28	4	3	24
Res. (Exp. Designs in Schools)	12	18	8	46	2	21	42	12	6	12	17	11	1	21
Res. (Survey Designs)	9	15	7	51	2	14	43	13	9	9	19	10	0	22
In-Service Training of Teachers	28	24	4	31	2	34	38	7	3	15	20	6	0	19

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach areas at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	58	5	1	1	0
Parent & Teach Conf.	2	29	19	6	3
Plan Educ. Prog. Based on Evaluation	0	2	9	16	7
Prepare Written Reports	0	24	21	7	3
Follow-Up	0	0	3	13	18

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	21
1 - 5	60
6 - 15	10
16 - 49	7
50 & Above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	2	$15,000 - $17,999	6
$ 7,000 - $9,999	9	$18,000 - Up	1
$10,000 - $11,999	23	No Response	24
$12,000 - $14,999	35		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	3	11	15
9 1/2	7	12	12
10	30	No Response	22
10 1/2	11		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	4	Separately Negotiated	15
Teacher's Schedule Plus Fixed Amt. etc.	41	Other Arrangements	5
Administrative Schedule	12	No Response	23

Seventy-three percent stated their school system received specific state support for full time school psychologists. (23% did not answer this question).

Eleven percent stated that they were directors of pupil personnel programs in their school systems but 68% were not. (21% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	7%	7%	7%
Reg. Private Counsel. Service	4%	3%	3%
Occasional Priv. Diag. Serv.	17%	22%	15%
Occasional Priv. Counsel Serv.	7%	7%	4%
Teach at College or University	12%	1%	8%
Work for Public Social Agency	3%	5%	3%
Part-Time for another School District	3%	5%	3%
Work in a Reading Clinic	0%	0%	0%
Other	3%	3%	3%

TABLE 25

Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	58%	17%	25%
Part of Exp. for at least 1 State Meeting	27%	12%	61%
Total Expenses for at least 1 National Meeting	32%	31%	37%
Part of Expenses for at least 1 National Meeting	34%	16%	50%

TABLE 26

Student/Psychologist Ratio
In The Employing School Districts of Respondents

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	0	8,000 - 8,999	2
1,000 - 1,999	5	9,000 - 9,999	0
2,000 - 2,999	17	10,000 - 10,999	5
3,000 - 3,999	15	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	1
5,000 - 5,999	44	13,000 - 13,999	0
6,000 - 6,999	2	14,000 - 14,999	0
7,000 - 7,999	2	15,000 - 15,999	4

* Each school district was counted only once for this question.

PENNSYLVANIA
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF PENNSYLVANIA

Number of Psychologists reporting 218

TABLE 1
Employment Pattern of Pennsylvania

Employment	Percentage
Self-employed	2
School System	58
State Dept. of Educ.	5
Mental Health Institute, Etc.	11
Teach at College or University	20
Did not respond	4

65% were males and 34% were females. (1% not accounted for.)

TABLE 2
Age of Respondents

Age	Percentage
Below 25	3
25 - 34	13
35 - 49	52
50 - 64	23
65 & Above	6
Did not respond	3

TABLE 3
Membership Patterns for Pennsylvania Respondents

Organization	Percentage
APA	55
State APA	68
NASP	12
CEC	54
APGA	12
State Sch. Psy. Assn.	48

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	16
Specialist's	2
Doctorate	6
Masters + 30	74

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. None were working toward a Specialist's Degree.
b. No one planned to work toward a Specialist's Degree.
c. Sixteen percent were working toward a Doctorate Degree while thirty-four percent were not.
d. Seven percent planned to work toward the Doctorate Degree while twenty-two percent did not.
e. Twelve percent stated they were undecided about working toward a Doctorate.
f. Fifty-nine percent did not respond to this question.

During the past year twenty-four percent of the respondents elected a course for credit at a college or university while 72% did not. (4% of the data was not accounted for).

During the past two years eighty percent of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	65
Juvenile Court	30
Agency for Unwed Mothers	10
Diagnostic Clinic	70
Reading Clinic	56
Welfare Board	22
Private Psychologist	38
Private Psychiatrist	63
Detention Home	16
Tutorial Service	50
Dentist	11

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	51
M. D. Neurologist	62
Institutionalization	45
M. D. Eye-Ear	46

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	38
Secondary Teacher	59
Counselor	46
Administrator	26
Visiting Teacher	4
School Psychologist	94
Speech Therapist	5
No Certification or License	1

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	38
Secondary Teacher	43
School Counselor	54
School Psychologist	77

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	22
	Psychology	28
	Other	47
Master's	Education	41
	Psychology	52
	Other	4
Specialist's	Education	3
	Psychology	20
	Other	1

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	15
	Psychology	22
	Other	1

* Total percentage may be over 100% because some people have earned more than one degree of a particular type.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage
Bachelor's	1
Master's	56
Specialist's	36
Doctorate	4
No Response	3

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	49
Less than 10%	29
10 - 25%	9
26 - 50%	3
51 - 75%	2
76 - 100%	3
Did not respond	5

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	27
EPDA	5
NDEA	1
OEO	4
Other*	5
Did not respond	58

* The "Other" category included programs which due to the uniqueness of the titles reported could not be placed under one of the listed Federal Programs.

Eighty-nine people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	39
Instructor	8
Administrator	31
Coordinator	2
Research	3
Consultant	17
Counselor	8
Other	3

* Total percentage over 100% due to multiple responses.

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	3
Educational Evaluation	2
Pre-School Consultation & Counseling	7
Elementary Consultation & Counseling	1
Secondary Consultation & Counseling	0
Group Procedures	0
Curriculum (Research & Development)	1
Remedial Programs	3
Training Programs (In-service)	8

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	0
Gifted Programs	0
Special Education	8
EMR in Regular Classes	0
Behavior Modification	1
Parental Programs	1
Community Programs - Socio-Economic	1
Community Programs - Drugs	0
Community Programs - Race	0
Community Programs - Anti-Social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	0
Communication Groups or Programs	1
Research	3
Other	6
No Response	64

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	36
Educational Diagnosis	10
Projective Analysis	1
Preventive Procedures	0
Environmental Appraisal	1
Treatment Programs	6
Physiological Assessment	4
Counseling	10
Group Procedures	6
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	29
Behavior Modification	10
Motivation & Social Modeling	0
Consultation	7
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	23
Minority Programs	1
In-Service Training	2

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	5
Other	27
No Response	17

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	0
	Consultation	2
Programming	Specific	1
	General	3
	Coordination	0
	Guidance-Counseling	1
	Curriculum	0
Professionalism	Role & Function	10
	Competency	4
	Organizations	1
	Case Load	1
	Licensing & Certification	6
	In-Service for Sch. Psych.	0
	Recruitment-Manpower	2
	Inter-Professional Relations	1
	Funding	2
	Training Programs- Assessment	8
	Training Prog.-Accreditation	1
	Ethics	0
	Public Relations	0
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	1
	Research	1
Other		6
No Response		53

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	58	Edcologist	0
Psychologist	8	Psyc. in the Schools	0
Pupil Personnel Service	1	Psychological Consultant	1
Educ. School Psychologist	2	Organizational Title (e. g. NASP)	1
Psycho-educ. Specialist	1	Other	9
Counselor Psychologist	1	No Response	19

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	15
Town or Village	6
County	20
Combined District	14
No Response	45

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	4	33,000 - 37,999	0
3,000 - 7,999	12	38,000 - 57,999	2
8,000 - 12,999	14	58,000 - 97,999	2
13,000 - 17,999	6	98,000 -157,999	1
18,000 - 22,999	5	158,000 & Above	5
23,000 - 27,999	0	No Response	49
28,000 - 32,999	0		

TABLE 19
Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	64	3	9	2	7	47	13	9	2	7	10	9	0	27
Par. & Teachers Con.	44	22	5	5	5	40	22	3	4	7	14	3	1	25
Plan Educ. Programs Based on Evaluation	21	34	10	10	4	22	36	13	1	8	11	10	3	22
Prepare Written Reports	70	2	5	5	3	50	8	6	4	10	4	3	2	31
Follow-Up	30	18	14	12	5	27	22	18	4	6	8	9	3	26
Apply Behav. Mod.	10	35	5	16	6	19	42	8	4	11	16	5	1	15
Group Counseling	14	9	7	40	5	24	27	8	9	8	14	5	1	25
Ind. Counseling	38	14	6	15	5	42	17	5	6	10	11	2	2	24
Stand. Group Testing	8	15	12	33	6	3	27	18	21	0	6	9	7	27
Eval. Spec. Schl. Prog.	17	24	11	18	5	15	34	13	5	4	15	8	4	21
Eval. Reg. Schl. Prog.	2	25	3	40	3	7	45	6	11	3	18	1	5	22
Res. (Exp. Designs in Schools)	9	14	5	40	5	13	36	11	10	6	16	5	3	20
Res. (Survey Designs)	8	12	4	42	5	10	33	12	12	5	15	5	3	20
In-Service Training of Teachers	27	20	9	13	5	27	31	10	3	9	13	6	2	19

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.
Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.
Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach areas at University
2. Consultant 4. No role responsibility 6. No New Trend Developing

TABLE 19B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	34	8	2	0	2
Parent & Teach Conf.	3	11	13	6	5
Plan Educ. Prog. Based on Evaluation	2	4	5	13	6
Prepare Written Reports	3	19	11	5	2
Follow-up	0	1	1	5	10

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage*
0	41
1 - 5	50
6 - 15	2
16 - 49	5
50 & Above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	0	$15,000 - $17,999	11
$ 7,000 - $9,999	2	$18,000 - Up	8
$10,000 - $11,999	9	No Response	44
$12,000 - $14,999	26		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	1	11	8
9 1/2	4	12	31
10	9	No Response	44
10 1/2	3		

TABLE 23
Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	2	Separately Negotiated	11
Teacher's Schedule Plus Fixed Amt. etc.	14	Other Arrangements	5
Administrative Schedule	23	No Response	45

Thirty-seven percent stated their school system received specific state support for full time school psychologists while 19% said theirs did not. (44% did not answer this question).

Sixteen percent stated that they were directors of pupil personnel programs in their school systems but 41% were not. (43% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	10%	8%	5%
Reg. Private Counsel. Service	7%	5%	3%
Occasional Priv. Diag. Service	14%	13%	4%
Occasional Priv. Counsel Serv.	11%	7%	5%
Teach at College or University	16%	0%	4%
Work for Public Social Agency	4%	3%	2%
Part-Time for another School District	0%	0%	4%
Work in a Reading Clinic	0%	0%	0%
Other	4%	4%	4%

TABLE 25
Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	45%	5%	50%
Part of Exp. for at least 1 State Meeting	17%	5%	78%
Total Expenses for at least 1 National Meeting	27%	16%	57%
Part of Expenses for at least 1 National Meeting	20%	9%	71%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 96*

Students per each Psychologist	Percentage**	Students per each Psychologist	Percentage**
0 - 999	2	8,000 - 8,999	0
1,000 - 1,999	5	9,000 - 9,999	0
2,000 - 2,999	3	10,000 - 10,999	17
3,000 - 3,999	11	11,000 - 11,999	1
4,000 - 4,999	3	12,000 - 12,999	2
5,000 - 5,999	37	13,000 - 13,999	1
6,000 - 6,999	3	14,000 - 14,999	0
7,000 - 7,999	4	15,000 - 15,999	10

* Each school district was counted only once for this question.
**1% of the data not accounted for.

WASHINGTON
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF WASHINGTON

Number of Psychologists reporting 126

TABLE 1
Employment Pattern of Washington

Employment	Percentage
Self-employed	0
School System	93
State Dept. of Educ.	0
Mental Health Institute, Etc.	0
Teach at College or University	3
Did not respond	4

61% were males and 38% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	6
25 - 34	31
35 - 49	40
50 - 64	20
65 & Above	0
Did not respond	3

TABLE 3
Membership Patterns for Washington Respondents

Organization	Percentage
APA	19
State APA	48
NASP	0
CEC	23
APGA	18
State Sch. Psy. Assn.	51

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	5
Master's	46
Specialist's	3
Doctorate	1
Masters + 30	41

* 4% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Four percent were working toward a Master's Degree.
b. Three percent were working toward a Specialist's Degree.
c. Three percent planned to work toward a Specialist's Degree.
d. Fourteen percent were working toward a Doctorate Degree while fifty-six percent were not.
e. Fifteen percent planned to work toward the Doctorate Degree while twenty-four percent did not.
f. Twenty-seven percent stated they were undecided about working toward a Doctorate.
g. Thirty-four percent did not respond to this question.

During the past year thirty-five percent of the respondents elected a course for credit at a college or university while 63% did not. (2% of the data was not accounted for).

During the past two years 78% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	85
Juvenile Court	39
Agency for Unwed Mothers	11
Diagnostic Clinic	70
Reading Clinic	40
Welfare Board	21
Private Psychologist	47
Private Psychiatrist	65
Detention Home	9
Tutorial Service	57
Dentist	14

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	73
M. D. Neurologist	73
Institutionalization	30
M. D. Eye-Ear	45

* Percentage total over 100% due to multiple responses.

TABLE 6

Areas of Certification

Area	Percentage
Elementary Teacher	48
Secondary Teacher	57
Counselor	42
Administrator	16
Visiting Teacher	4
School Psychologist	95
Speech Therapist	3
No Certification or License	1

TABLE 7

School Experience

Type of Experience	Percentage
Elementary Teacher	45
Secondary Teacher	38
School Counselor	40
School Psychologist	88

TABLE 8

Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	21
	Psychology	45
	Other	32
Master's	Education	27
	Psychology	67
	Other	4
Specialist's	Education	2
	Psychology	13
	Other	1

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage
Doctorate	Education	4
	Psychology	11
	Other	2

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	3
Master's	76
Specialist's	16
Doctorate	1

* 4% of the data not accounted for.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	42
Less than 10%	30
10 - 25%	15
26 - 50%	3
51 - 75%	0
76 - 100%	7
Did not respond	3

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	29
EPDA	0
NDEA	2
OEO	6
Other*	10
Did not respond	53

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal Programs.

Seventy-six people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	42
Instructor	5
Administrator	13
Coordinator	0
Research	0
Consultant	28
Counselor	8
Other	1

* 3% of the data not accounted for.

TABLE 13
Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	0
Educational Evaluation	5
Pre-School Consultation & Counseling	10
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	2
Group Procedures	3
Curriculum (Research & Development)	3
Remedial Programs	2
Training Programs (In-service)	15

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	2
Special Education	8
EMR in Regular Classes	1
Behavior Modification	4
Parental Programs	2
Community Programs - Socio-Economic	0
Community Programs - Drugs	2
Community Programs - Race	5
Community Programs - Anti-Social Behavior	1
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	2
Communication Groups or Programs	1
Research	3
Other	6
No response	50

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	32
Educational Diagnosis	22
Projective Analysis	12
Preventive Procedures	0
Environmental Appraisal	1
Treatment Programs	9
Physiological Assessment	6
Counseling	13
Group Procedures	8
Prescriptive Teaching (specific)	11
Educational Programming (general-remedial)	21
Behavior Modification	23
Motivation & Social Modeling	0
Consultation	4
Anti-Social Behavior Intervention	1
Drugs	1
Delinquency	0
Communication (Rapport-Interaction)	28
Minority Programs	0
In-Service Training	2

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	5
Other	20
No Response	10

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	2
	Educational Diagnosis	2
	Consultation	2
Programming	Specific	1
	General	0
	Coordination	0
	Guidance-Counseling	6
	Curriculum	0
Professionalism	Role & Function	15
	Competency	0
	Organizations	3
	Case Load	1
	Licensing & Certification	6
	In-Service for Sch. Psych.	0
	Recruitment-Manpower	0
	Inter-Professional Relations	1
	Funding	3
	Training Programs-Assessment	4
	Training Prog.-Accreditation	5
	Ethics	2
	Public Relations	8
Prof. Knowledge	Drugs	1
	Anti-Social Behavior	2
	Educational Developments	0
	Research	1
Other		10
No Response		47

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage	Title	Percentage
School Psychologist	56	Edcologist	0
Psychologist	7	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	2
Educ. School Psychologist	6	Organizational Title (e. g. NASP)	4
Psycho-educ. Specialist	2	Other	12
Counselor Psychologist	1	No Response	10

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	42
Town or Village	9
County	16
Combined District	22
No Response	11

TABLE 18
Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	4	33,000 - 37,999	3
3,000 - 7,999	20	38,000 - 57,999	3
8,000 - 12,999	10	58,000 - 97,999	7
13,000 - 17,999	19	98,000 -157,999	1
18,000 - 22,999	0	158,000 & Above	0
23,000 - 27,999	5	No Response	21
28,000 - 32,999	7		

TABLE 19
Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	85	1	3	0	1	56	18	10	1	8	19	11	0	27
Par. & Teachers Conf.	67	15	6	2	0	56	22	7	1	11	13	4	0	34
Plan Educ. Programs Based on Evaluation	33	47	3	3	2	26	50	9	3	8	17	13	1	26
Prepare Written Reports	88	0	2	1	2	60	7	8	11	11	7	3	2	38
Follow-Up	53	20	8	7	0	44	31	11	2	7	15	10	1	26
Apply Behav. Mod.	22	50	6	8	2	18	57	10	1	7	23	14	1	18
Group Counseling	39	13	3	32	0	34	34	7	7	19	13	8	0	20
Ind. Counseling	58	15	3	13	0	41	31	5	3	19	9	3	1	23
Stand. Group Testing	4	17	11	54	2	0	36	11	35	0	13	6	4	35
Eval. Spec. Schl. Prog.	10	34	9	34	0	14	57	13	4	7	20	9	1	21
Eval. Reg. Schl. Prog.	2	28	4	51	0	11	61	7	9	6	23	3	1	26
Res. (Exp. Designs in Schools)	13	23	4	46	1	20	42	15	7	9	15	7	1	26
Res. (Survey Designs)	10	16	3	56	1	13	41	17	11	6	11	8	1	28
In-Service Training of Teachers	30	28	2	25	0	33	41	7	2	19	17	3	0	23

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.
Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.
Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	46	9	6	1	3
Parent & Teach Conf.	12	25	15	6	4
Plan Educ. Prog. Based on Evaluation	4	6	7	15	9
Prepare Written Reports	0	11	22	8	12
Follow-Up	0	1	5	11	16

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	22
1 - 5	62
6 - 15	12
16 - 49	1
50 & Above	1

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	4	$15,000 - $17,999	3
$ 7,000 - $9,999	23	$18,000 - Up	1
$10,000 - $11,999	20	No Response	13
$12,000 - $14,999	36		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	23	11	4
9 1/2	14	12	2
10	42	No Response	12
10 1/2	3		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	32	Separately Negotiated	5
Teacher's Schedule Plus Fixed Amt., etc.	44	Other Arrangements	0
Administrative Schedule	7	No Response	12

Seventy-five percent stated their school system received specific state support for full time school psychologist while 11% said theirs did not. (14% did not answer this question).

Nine percent stated that they were directors of pupil personnel programs in their school systems but 79% were not. (12% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	4%	3%	3%
Reg. Private Counsel. Service	5%	1%	1%
Occasional Priv. Diag. Serv.	16%	6%	4%
Occasional Priv. Counsel Serv.	19%	3%	4%
Teach at College or University	16%	0%	7%
Work for Public Social Agency	10%	2%	3%
Part-Time for another School District	2%	2%	6%
Work in a Reading Clinic	0%	0%	7%
Other	9%	3%	7%

TABLE 25

Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	44%	42%	14%
Part of Exp. for at least 1 State Meeting	45%	15%	40%
Total Expenses for at least 1 National Meeting	14%	57%	29%
Part of Expenses for at least 1 National Meeting	31%	40%	29%

TABLE 26

Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 53*

Students per each Psychologist	Percentage	Student per each psychologist	Percentage
0 - 999	2	8,000 - 8,999	0
1,000 - 1,999	9	9,000 - 9,999	0
2,000 - 2,999	17	10,000 - 10,999	2
3,000 - 3,999	26	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	0
5,000 - 5,999	34	13,000 - 13,999	0
6,000 - 6,999	4	14,000 - 14,999	0
7,000 - 7,999	2	15,000 - 15,999	2

* Each school district was counted only once for this question.

WISCONSIN
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE STATE OF WISCONSIN

Number of Psychologists reporting 132

TABLE 1
Employment Pattern of Wisconsin

Employment	Percentage
Self-employed	2
School System	77
State Dept. of Educ.	9
Mental Health Institute, Etc.	3
Teach at College or University	6
Did not respond	3

59% were males and 40% were females. (1% of the data was not accounted for).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	1
25 - 34	25
35 - 49	50
50 - 64	20
65 & Above	1
Did not respond	3

TABLE 3
Membership Patterns for Wisconsin Respondents

Organization	Percentage
APA	35
State APA	25
NASP	42
CEC	24
APGA	14
State Sch. Psy. Assn.	93

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	37
Specialist's	0
Doctorate	1
Masters + 30	61

* 1% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Seven percent were working toward a Specialist's Degree.
b. Six percent planned to work toward a Specialist's Degree.
c. Nineteen percent were working toward a Doctorate Degree while fifty percent were not.
d. Thirteen percent planned to work toward the Doctorate Degree while thirty-one percent did not.
e. Nineteen percent stated they were undecided about working toward a Doctorate.
f. Thirty-seven percent did not respond to this question.

During the past year fifty percent of the respondents elected a course for credit at a college or university while 48% did not. (2% of the data was not accounted for).

During the past two years seventy-nine percent of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	71
Juvenile Court	28
Agency for Unwed Mothers	8
Diagnostic Clinic	73
Reading Clinic	64
Welfare Board	35
Private Psychologist	48
Private Psychiatrist	62
Detention Home	7
Tutorial Service	51
Dentist	15

(continued)

TABLE 5 (continued)

Service	Percentage*
M. D. General	62
M. D. Neurologist	73
Institutionalization	49
M. D. Eye-Ear	61

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	46
Secondary Teacher	46
Counselor	35
Administrator	26
Visiting Teacher	2
School Psychologist	97
Speech Therapist	3
No Certification or License	0

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	39
Secondary Teacher	32
School Counselor	42
School Psychologist	82

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	36
	Psychology	24
	Other	40
Master's	Education	43
	Psychology	52
	Other	8
Specialist's	Education	3
	Psychology	13
	Other	1

(continued)

TABLE 8 (continued)

Degree	Major	Percentage*
Doctorate	Education	3
	Psychology	14
	Other	0

* Total percentage may be over 100% because some people have earned more than one degree of a particular type.

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	0
Master's	71
Specialist's	25
Doctorate	3

* 1% of the data not accounted for.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	42
Less than 10%	13
10 - 25%	23
26 - 50%	5
51 - 75%	4
76 - 100%	9
Did not respond	4

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	41
EPDA	0
NDEA	2
OEO	5
Other*	8
Did not respond	44

* The "Other" category included programs which due to the uniqueness of the titles reported could not be placed under one of the listed Federal Programs.

Seventy-two people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	51
Instructor	8
Administrator	28
Coordinator	3
Research	0
Consultant	19
Counselor	3
Other	7

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of Psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	1
Pre-School Consultation & Counseling	11
Elementary Consultation & Counseling	5
Secondary Consultation & Counseling	0
Group Procedures	3
Curriculum (Research & Development)	1
Remedial Programs	1
Training Programs (In-service)	8

(continued)

TABLE 13 (continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	1
Special Education	10
EMR in Regular Classes	0
Behavior Modification	5
Parental Programs	1
Community Programs - Socio-Economic	0
Community Programs - Drugs	0
Community Programs - Race	2
Community Programs - Anti-Social Behavior	1
Medical Programs	1
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	2
Communication Groups or Programs	2
Research	6
Other	13
No Response	52

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	36
Educational Diagnosis	16
Projective Analysis	10
Preventive Procedures	1
Environmental Appraisal	1
Treatment Programs	10
Physiological Assessment	5
Counseling	16
Group Procedures	10
Prescriptive Teaching (specific)	7
Educational Programming (general-remedial)	16
Behavior Modification	26
Motivation & Social Modeling	1
Consultation	3
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	18
Minority Programs	0
In-Service Training	1

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	6
Other	29
No Response	14

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	0
Programming	Specific	1
	General	0
	Coordination	0
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	19
	Competency	1
	Organizations	1
	Case Load	1
	Licensing & Certification	10
	In-Service for Sch. Psych.	2
	Recruitment-Manpower	1
	Inter-Professional Relations	2
	Funding	5
	Training Programs-Assessment	8
	Training Prog.-Accreditation	5
	Ethics	1
	Public Relations	5
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	1
	Research	2
Other		10
No Response		44

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	64	Edcologist	0
Psychologist	8	Psyc. in the Schools	1
Pupil Personnel Service	1	Psychological Consultant	1
Educ. School Psychologist	5	Organizational Title (e. g. NASP)	2
Psycho-educ. Specialist	0	Other	5
Counselor Psychologist	1	No Response	14

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	46
Town or Village	4
County	6
Combined District	15
No Response	29

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	9	33,000 - 37,999	6
3,000 - 7,999	13	38,000 - 57,999	1
8,000 - 12,999	6	58,000 - 97,999	2
13,000 - 17,999	7	98,000 -157,999	14
18,000 - 22,999	3	158,000 & Above	2
23,000 - 27,999	3	No Response	33
28,000 - 32,999	1		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	72	3	9	3	3	49	15	12	1	6	17	6	0	25
Par. & Teachers Con.	52	20	9	6	1	42	28	6	1	13	10	6	0	26
Plan Educ. Programs Based on Evaluation	25	42	9	9	4	19	41	18	0	7	19	12	2	17
Prepare Written Reports	77	2	6	3	3	53	9	9	5	9	5	8	3	32
Follow-Up	50	12	11	12	3	31	24	21	3	11	9	11	2	21
Apply Behav. Mod.	24	35	10	16	1	21	41	15	3	15	15	12	3	15
Group Counseling	26	12	6	38	1	34	26	12	6	24	7	8	3	18
Ind. Counseling	62	10	5	11	2	46	20	8	3	18	10	6	1	21
Stand. Group Testing	5	13	18	46	2	0	28	18	33	0	8	9	13	27
Eval. Spec. Schl. Prog.	15	25	8	40	0	12	46	19	3	6	26	4	2	21
Eval. Reg. Schl. Prog.	7	19	5	52	0	9	54	11	8	4	27	4	4	18
Res. (Exp. Designs in Schools)	12	14	9	50	1	20	38	16	5	9	17	11	4	18
Res. (Survey Designs)	12	17	9	45	2	13	40	14	9	3	19	9	6	17
In-Service Training of Teachers	33	22	8	23	0	36	31	11	3	18	14	6	2	18

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the school psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach areas at University
6. No New Trend Developing

TABLE 19B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	43	9	4	2	0
Parent & Teach Conf.	2	14	20	9	3
Plan Educ. Prog. Based on Evaluation	4	4	5	10	6
Prepare Written Reports	1	23	9	12	9
Follow-up	2	2	6	7	16

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondent

Number of Psychologists	Percentage *
0	26
1 - 5	43
6 - 15	7
16 - 49	5
50 & Above	16

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	0	$15,000 - $17,999	15
$ 7,000 - $9,999	5	$18,000 - Up	3
$10,000 - $11,999	12	No Response	25
$12,000 - $14,999	40		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	6	11	9
9 1/2	12	12	10
10	31	No Response	26
10 1/2	6		

TABLE 23

Type of Salary Schedule Reported by Respondent

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	15	Separately Negotiated	22
Teacher's Schedule Plus Fixed Amt. etc.	15	Other Arrangements	2
Administrative Schedule	19	No Response	27

Seventy-two percent stated their school system received specific state support for full time school psychologist while 3% said theirs did not. (25% did not answer this question).

Twelve percent stated that they were directors of pupil personnel programs in their school systems but 63% were not. (25% did not reply).

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	5%	6%	5%
Reg. Private Counsel. Service	3%	4%	2%
Occasional Priv. Diag. Serv.	14%	21%	12%
Occasional Priv. Counsel Serv.	9%	9%	6%
Teach at College or University	12%	0%	3%
Work for Public Social Agency	3%	2%	1%
Part-Time for another School District	4%	8%	5%
Work in a Reading Clinic	0%	0%	2%
Other	3%	2%	5%

TABLE 25
Reimbursement to Respondents for attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total expenses for at least 1 State Meeting	36%	35%	29%
Part of Exp. for at least 1 State Meeting	33%	15%	52%
Total Expenses for at least 1 National Meeting	19%	43%	38%
Part of Expenses for at least 1 National Meeting	31%	21%	48%

TABLE 26
Student/Psychologist Ratio In The Employing School Districts of Respondents
N = 53*

Students per each Psychologist	Percentage	Students per each Psychologist	Percentage
0 - 999	0	8,000 - 8,999	4
1,000 - 1,999	10	9,000 - 9,999	0
2,000 - 2,999	13	10,000 - 10,999	2
3,000 - 3,999	25	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	0
5,000 - 5,999	26	13,000 - 13,999	0
6,000 - 6,999	0	14,000 - 14,999	0
7,000 - 7,999	4	15,000 - 15,999	14

* Each school district was counted only once for this question.

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APPENDICES

A. Copy of Advance Letter Mailed to Officers and Committee Chairmen of National and Local Associations and State Departments of Education.

B. Copy of Survey with Introductory Letter

C. Copy of Follow-up Card

D. Number of Surveys Mailed and Returned by State and Region

E. Supplementary Regional Statistical Data

NATIONAL SURVEY
OF
SCHOOL PSYCHOLOGISTS

We are pleased to inform you that the questionnaire for the first national comprehensive survey of school psychologists has been prepared, piloted and is ready for mailing to nearly nine thousand school psychologists across the country (see mimeographed specimen of questionnaire enclosed).

This important research effort will actually begin soon after the first of the year with mailing scheduled for January 10, 1970.

The results of this study will provide valuable information to state and federal professional, educational and governmental agencies. The data will be analyzed and reported in terms of national scope, specific states, educational background of the participants, etc.

It is essential that this study receive the broadest publicity and support possible.

The assistance of your organization in emphasizing the value of this study and encouraging every individual to complete and return his questionnaire will be of great help.

Mention of the study and its significance at meetings, conferences and in newsletters and various other mailings will be of specific assistance in assuring a high return.

Your earnest cooperation is needed and appreciated.

Kenneth C. Hoedt

William H. Farling

Project Directors

NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS

Part I

To be answered by everyone

Record the name of the State in which you work ____________________

In the space at the right, circle carefully the number of the response which is most correct for you.

1. Circle **one** number at the **right** that corresponds to whether you are **primarily** (1) self employed; (2) work for a school system; (3) work for a state department of education; (4) work for a mental health institute, clinic, hospital, etc.; (5) teach at a college or university. 1 2 3 4 5
2. Circle the number at the right indicating your sex: (1) Male; (2) Female 1 2
3. Indicate your present age __________.
4. Circle the numbers at the right corresponding to the organization memberships you presently have. (1) APA (Member or Associate); (2) State APA Association; (3) NASP; (4) CEC; (5) APGA; (6)State Sch. Psy Assn. 1 2 3 4 5 6
5. Circle at the right the one number corresponding to the highest degree you have earned. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate. 1 2 3 4

SKIP QUESTION 6 IF YOU HAVE A MASTER'S DEGREE OR HIGHER

6. Circle at the right the number of the correct answer:
   (a) Are you working toward a Master's Degree? (1) Yes; (2) No 1 2
   (b) Do you plan to obtain a Master's Degree? (1) Yes; (2) No; (3) Undecided 1 2 3

SKIP QUESTION 7 IF YOU HAVE A DEGREE ABOVE THE MASTER'S LEVEL

7. (a) Are you working toward a Specialist's Degree? (1) Yes; (2) No 1 2
   (b) Do you plan to work toward a Specialist's Degree? (1) Yes; (2) No; (3) Undecided 1 2 3
   (c) Are you working toward a Doctorate Degree? (1) Yes; (2) No 1 2
   (d) Do you plan to work toward a Doctorate Degree? (1) Yes; (2) No; (3) Undecided 1 2 3
8. As accurately as you can and in the space provided, record the exact number of hours of graduate work you have taken beyond your Master's Degree in each of the following university departments.
   Semester Hours: Education_____ Sociology_____ Psychology_____ Other_____
   Quarter Hours: Education_____ Sociology_____ Psychology_____ Other_____
9. During the past year have you elected a course for credit at a college or university? (1) Yes; (2) No 1 2
10. During the past two years have you attended a continuing (**three or more related meetings**) organized professional development program in which you were not a speaker? (1) Yes; (2) No 1 2
11. Circle at the right the numbers that correspond to services you have made referrals to during the past year.
    (1) Family Services; (2) Juvenile Court; (3) Agency for unwed mothers; (4) Diagnostic Clinic; (5) Reading Clinic; 1 2 3 4 5 6
    (6) Welfare Board; (7) Private Psychologist; (8) Private Psychiatrist; (9) Detention Home; (10) Tutorial Service; 7 8 9 10 11
    (11) Dentist; (12) M.D. General; (13) M.D. Neurologist; (14) Institutionalization; (15) M.D. Eye-Ear 12 13 14 15
12. Circle at the right the numbers that correspond to areas in which you are or have been certified or licensed to work in a school. (1) Elem. Teach.; (2) Sec. Teach.; (3) Counselor; (4) Admin.; (5) Visiting Teach.; (6) Sch. Psych.; (7) Speech Therapist; (8) No certification or license (past or present) in above areas. 1 2 3 4 5 6 7 3
13. Record in the space provided the **number of years** you have worked part or full time in the following settings independent of a regular school contract you may have had. (Do not count internship time.)

	Part time	Full time	None
Mental health clinic or hospital	________	________	____
Juvenile detention center	________	________	____
Private business or industry	________	________	____
Social agency (specify)	________	________	____
Teach college classes	________	________	____
Position with federal government	________	________	____

Specify other ______________________________________

14. Record in the space provided the **number of years** of experience (if any) you have had in the following areas beyond student teaching or a form of internship. Elem. Sch. Teaching____ Sec. Sch. Teaching____ Sch. Counselor____ Sch. Psych____ Visiting Teach____ Adm____ Specify other ________________

15. Indicate the **per cent** of your regular working day you devote directly or indirectly to elementary school children. ____% Secondary school children ____%.

16. In the space provided record the information requested about degrees you have earned.

Degree	Major	Minor	Date Conferred
Bachelor's			
Master's			
Specialist's			
Doctorate			

17. Indicate the number of workshops of at least a half day duration you have conducted or attended in the following areas during the past two years. Also indicate up to **three** areas in which **you** feel **a need for a good workshop** to sharpen **your** skills. Do not indicate areas if you **do not** feel the need for a **workshop.**

Workshops	No. of workshops conducted (Made a presentation)	No. of workshops attended (Made no presentation)	**Check areas in which workshops are needed (No more than 3)**
Behavioral Management			
Counseling			
Drugs			
Projective Instruments			
Psycho-linguistic Assessment			
Diagnosis of Reading Problems			
Diagnosis of Neurologically Handicapped			
Diagnosis of Emotionally Handicapped			
Diagnosis of Educationally Handicapped			
Diagnosis of Educable Mentally Handicapped			
Student Dissension			
Culturally Deprived			
Research Techniques			
Specify other:			

18. Circle at the right the one number corresponding to the minimal degree requirement you feel should be required of school psychologists working full time for a school system. (1) Bachelor's; (2) Master's; (3) Specialist's; (4) Doctorate 1 2 3 4

19. Circle the one number at the right which indicates the extent to which your regular primary employment is devoted to federally funded programs. (1) None; (2) Less than 10%; (3) 10 to 25%; (4) 26 to 50%; (5) 51 to 75%; (6) 76 to 100% 1 2 3 4 5 6

20. Type or print carefully the complete Federal titles of the programs under which you work and indicate the type of service you perform.

	Federal Title	Type of Service Performed
1		
2		
3		
4		

Please respond completely to the critical questions 21, 22 and 23.

21. Type or print carefully, in specific terms, the types of federally funded programs you would like professional school psychology to promote.

22. Type or print carefully the most crucial specific skills psychologists need to develop in order to serve their school clientele adequately.

23. Comments are solicited on any needs related to School Psychology that you feel should receive national attention. (Type or print carefully.)

24. Write in the **single title** which you feel should generally be used to designate school psychological personnel nationally. ______________________________

ROLE AND FUNCTION

25. **After each listed activity, circle the number of the one response in each of Columns A, B and C that best describes:**
Column A, Your present primary role as a psychologist or school psychologist.
Column B, The ideal primary role (i.e.) **as you** would like to see the role of the **school** psychologist.
Column C, The general change **you** see (if any) **in** the **emerging** role of the school psychologist in the field.

Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at a university
6. No new trend developing

ROLE AND FUNCTION CHART

ACTIVITY	A PRESENT PRIMARY ROLE	B IDEAL PRIMARY ROLE	C CHANGE IN ROLE	D*
Individual Psycho-educational evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Parent and Teacher Conferences	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Plan educational programs based upon your individual evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Prepare written reports based upon individual evaluations	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Follow-up on students who have been referred and for whom recommendations have been made	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Apply variations of behavioral management techniques	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Group Counseling	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Individual Counseling	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Standardized Group Testing	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Evaluate special school programs	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Evaluate regular school programs	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Research (Experimental designs in schools)	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Research (Survey designs)	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
In-Service training of teachers	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	
Other:	1 2 3 4 5	1 2 3 4	1 2 3 4 - 6	

* Return to the Role and Function Chart you just checked and in **Column D** number from 1 to 5, in order of the demand made on your working day, the **five** activities that absorb most of your time. Number 1 represents the most time.

(over)

Part II

The remaining questions should be answered only by school psychologists who are presently working full time in a school system.

Print the name of your employer ______________________________

26. Circle the one number at the right which best indicates the political or government unit to which your employer is attached. (1) city; (2) town or village; (3) county; (4) combined district — 1 2 3 4

27. Circle the one number at the right that corresponds to the student enrollment for the school system in which you are employed. (1) Below 3,000; (2) 3,000-7,999; (3) 8,000-12,999; (4) 13,000-17,999; (5) 18,000-22,999; (6) 23,000-27,999; (7) 28,000-32,999; (8) 33,000-37,999; (9) 38,000-57,999; (10) 58,000-97,999; (11) 98,000-157,999; (12) 158,000 + — 1 2 3 4 / 5 6 7 8 / 9 10 11 12

28. Indicate the number of full time school psychologists working for your employer. ______________

29. Circle the one number at the right corresponding to the salary of your basic school contract. (1) $5,000-$6,999; (2) $7,000-$9,999; (3) $10,000-$11,999; (4) $12,000-$14,999; (5) $15,000-$17,999; (6) $18,000-Up — 1 2 3 4 5 6

30. Circle the one number at the right corresponding to the length of your regular school contract. (1) 9 months; (2) 9½ months; (3) 10 months; (4) 10½ months; (5) 11 months; (6) 12 months — 1 2 3 4 5 6

31. Circle the number at the right which indicates the type of salary schedule under which you are working. (1) Teachers' salary schedule; (2) Teachers' salary schedule plus fixed amount, indexed additional, ratio or other type of arrangement; (3) Administrative salary schedule; (4) Separately negotiated; (5) Other arrangements — 1 2 3 4 5

32. Circle the number at the right corresponding to whether your school system receives specific state support for full time school psychologists. (1) Yes; (2) No — 1 2

33. Circle the number at the right which indicates whether you are the director of the pupil personnel program in your school system. (1) Yes; (2) No — 1 2

34. Circle the number corresponding to when you participated in the following activities **independent of your regular school contract** during the past school year and the present one. Do not circle a number if you have not participated in the activity.

Activities	Evenings	Saturdays	Summer
Regular private diagnostic service	1	2	3
Regular private counseling service	1	2	3
Occasional private diagnostic service	1	2	3
Occasional private counseling service	1	2	3
Teach at a college or university	1	2	3
Work for a public social agency	1	2	3
Part-time service to a school district other than the one to which you are regularly contracted	1	2	3
Work in a reading clinic	1	2	3
Specify other:	1	2	3
Specify other:	1	2	3
Specify other:	1	2	3

35. Circle the number at the right corresponding to whether your school system would
    - Reimburse total expenses for at least one state meeting (1) Yes; (2) No — 1 2
    - Reimburse part of the expenses for at least one state meeting (1) Yes; (2) No — 1 2
    - Reimburse total expenses for at least one national meeting (1) Yes (2) No — 1 2
    - Reimburse part of the expenses for at least one national meeting (1) Yes; (2) No — 1 2

36. Comments:

Return in enclosed envelope to:

DR. KENNETH HOEDT
College of Education
THE UNIVERSITY OF AKRON
AKRON, OHIO 44304

THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
THE UNIVERSITY OF AKRON
College of Education
AKRON, OHIO 44304

NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS

Dear Colleague:

One of the more rapidly expanding divisions within psychology is that related to the provision of psychological services to school age children. Provision of such services takes place within the school setting, through private practice, and in public agencies. Enclosed is a questionnaire designed to survey the status of this expanding service.

Need for such a survey has been expressed by clinicians,university personnel, government officials, and practitioners within the school setting. Through funds provided by the National Association of School Psychologists, the University of Akron, and the Federal Government, a mailing list of close to nine thousand professionals has been assembled and a national research design developed which will facilitate a break-down of data according to states, professional affiliations (such as Division 16 APA, NASP and CEC) and educational background.

The reliability of the survey results will depend upon a large return. State psychological associations, state departments of education, national psychological associations, and Federal educational agencies are all anxious to obtain the results. Several state school psychologist associations, such as those in California, Illinois, and Ohio, plan to use the state break-down of the national survey rather than to conduct their own intra-state surveys. It is obvious that state results will be reliable only if everyone accepts the professional responsibility to return the enclosed questionnaire.

PLEASE COMPLETE AND RETURN TYOUR QUESTIONNAIRE IN THE ENCLOSED ENVELOPE IMMEDIATELY.

Thank you for your cooperation.

Professionally yours,

Kenneth C. Hoedt
Chairman, Research Committee

William H. Farling
Executive Director

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

NATIONAL SURVEY
OF
SCHOOL PSYCHOLOGISTS
The University of Akron
College of Education
Akron, Ohio 44304

Within the past two weeks you received a questionnaire designed to survey the present status of psychological services for school age children. Returns thus far are encouraging but not complete. PLEASE, if you have not already done so, accept the professional responsibility to complete and return your questionnaire. Use of the data collected by state and national organizations depends upon a high return.

Kenneth C. Hoedt, Chairman Research Committee	William H. Farling Executive Director

NUMBER OF SURVEYS MAILED AND RETURNED BY STATE AND REGION

NORTHEASTERN STATES	Mailed	Returned
Pennsylvania	524	218
Maryland	141	53
New York	1438	267
New Jersey	605	102
Delaware	32	14
Connecticut	240	89
Rhode Island	7	2
Massachusetts	36	20
New Hampshire	3	1
Vermont	1	1
Maine	2	2
Total	3029	769

WESTERN STATES	Mailed	Returned
Washington	182	126
California	1415	560
Idaho	10	3
Utah	37	16
Arizona	136	55
Montana	2	2
Wyoming	4	1
Nevada	3	2
Colorado	44	22
New Mexico	8	4
Oregon	23	8
Hawaii	8	4
Alaska	2	3
Total	1874	806

MIDWESTERN STATES	Mailed	Returned
Ohio	806	414
Missouri	376	88
Indiana	372	77
Michigan	436	127
Illinois	843	264
Wisconsin	206	132
Iowa	186	63
Kansas	195	63
Minnesota	189	51
Nebraska	106	39
North Dakota	3	1
South Dakota	1	1
Total	3719	1320

SOUTHERN STATES	Mailed	Returned
Oklahoma	37	10
Texas	59	28
Arkansas	4	4
Louisiana	14	6
Mississippi	2	0
Tennessee	66	26
Alabama	2	2
Kentucky	24	8
Georgia	27	10
Florida	313	82
West Virginia	34	10
Virginia	89	31
North Carolina	58	10
South Carolina	10	6
Washington D.C.	71	10
Total	810	243

NORTHEASTERN REGION

RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE NORTHEASTERN REGION

Number of Psychologists reporting 769

TABLE 1
Employment Pattern of Northeastern Psychologists

Employment	Percentage
Self-employed	2
School System	76
State Dept. of Educ.	2
Mental Health Institute, Etc.	6
Teach at College or University	11
Did Not Respond	3

Fifty-nine percent were males and 40% were females (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	3
25 - 34	14
35 - 49	56
50 - 64	20
65 + Above	3
Did not respond	4

TABLE 3
Membership Patterns for Northeastern Respondents

Organization	Percentage
APA	56
State APA	50
NASP	21
CEC	27
APGA	11
State Sch. Psy. Assn	60

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	0
Master's	18
Specialist's	1
Doctorate	4
Master's + 30	74

* 3% of the data not accounted for

Data regarding the current and future educational endeavors of the respondents indicated:

a. Three percent were working toward a Specialist's Degree.
b. Two percent planned to work toward a Specialist's Degree.
c. Sixteen percent were working toward a Doctorate Degree.
d. Nine percent planned to work toward the Doctorate Degree while twenty-two percent did not.
e. Fourteen percent stated they were undecided about working toward the Doctorate.
f. Fifty-five percent did not respond to this question.

During the past year 29% of the respondents elected a course for credit at a college or university while 68% did not (3% of the data was unaccountable).

During the past two years 73% attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	72
Juvenile Court	30
Agency for Unwed Mothers	6
Diagnostic Clinis	75
Reading Clinic	54
Welfare Board	26
Private Psychologist	53
Private Psychiatrist	67
Detention Home	10
Tutorial Service	54
Dentist	10

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	54
M.D. Neurologist	73
Institutionalization	41
M.D. Eye-Ear	43

* Percentage total over 100% due to multiple responses.

TABLE 6

Areas of Certification

Area	Percentage
Elementary Teacher	29
Secondary Teacher	40
Counselor	30
Administrator	18
Visiting Teacher	3
School Psychologist	95
Speech Therapist	3
No Certification or License	1

TABLE 7

School Experience

Type of Experience	Percentage
Elementary Teacher	30
Secondary Teacher	32
School Counselor	47
School Psychologist	81

TABLE 8

Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	16
	Psychology	32
	Other	33
Master's	Education	28
	Psychology	65
	Other	5
Specialist's	Education	2
	Psychology	20
	Other	1

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	7
	Psychology	21
	Other	1

* The total percentage may be over 100% because some psychologists have earned more than one degree of a particular type.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage *
Bachelor's	1
Master's	57
Specialist's	34
Doctorate	5

* 3% did not respond.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	56
Less than 10%	23
10 - 25%	8
26 - 50%	3
51 - 75%	1
76 - 100%	4
Did not respond	5

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	24
EPDA	2
NDEA	0
OEO	4
Other*	4
Did not Respond	66

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Two hundred sixty-six people reported being involved in Federally Funded Programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	52
Instructor	10
Administrator	21
Coordinator	5
Research	2
Consultant	23
Counselor	6
Other	2

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating types of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	2
Educational Evaluation	3
Pre-School Consultation & Counseling	7
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	0
Group Procedures	2
Curriculum (Research & Development)	3
Remedial Programs	6
Training Programs (In-service)	10

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	1
Special Education	5
EMR in Regular Classes	0
Behavior Modification	2
Parental Programs	2
Community Programs - Socio-Economic	2
Community Programs - Drugs	1
Community Programs - Race	1
Community Programs - Anti-social Behavior	0
Medical Programs	1
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	1
Communication Groups or Programs	1
Research	7
Other	10
No Response	53

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	34
Educational Diagnosis	16
Projective Analysis	3
Preventive Procedure	1
Environmental Appraisal	1
Treatment Programs	5
Physiological Assessment	3
Counseling	17
Group Procedures	11
Prescriptive Teaching (specific)	3
Educational Programming (general-remedial)	26
Behavior Modification	10
Motivation & Social Modeling	1
Consultation	10
Anti-Social Behavior Intervention	0
Drugs	1
Delinquency	0
Communication (Rapport - Intervention)	25
Minority Programs	1
In-Service Training	3

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	5
Other	28
No Response	13

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	2
Programming	Specific	2
	General	2
	Coordination	0
	Guidance-Counseling	1
	Curriculum	1
Professionalism	Role & Function	13
	Competency	3
	Organizations	1
	Case Load	2
	Licensing & Certification	6
	In-service for Sch.Psych.	1
	Recruitment-Manpower	2
	Inter-Professional Relations	3
	Funding	2
	Training Programs-Assessment	6
	Training Prog. - Accreditation	1
	Ethics	2
	Public Relations	3
Prof. Knowledge	Drugs	1
	Anti-Social Behavior	0
	Educational Developments	0
	Research	2
Other		7
No Response		47

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School
Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	60	Edcologist	0
Psychologist	9	Psyc. in the Schools	0
Pupil Personnel Service	1	Psychological Consultant	3
Educ. School Psychologist	3	Organizational Title (e.g. NASP)	0
Psycho-educ. Specialist	1	Other	9
Counselor Psychologist	0	No response	15

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked.

Unit	Percentage
City	17
Town or Village	24
County	14
Combined District	14
No Response	31

TABLE 18
Student Enrollment
For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	10	33,000 - 37,999	0
3,000 - 7,999	24	38,000 - 57,999	1
8,000 - 12,999	13	58,000 - 97,999	1
13,000 - 17,999	6	98,000 -157,999	3
18,000 - 22,999	3	158,000 & Above	4
23,000 - 27,999	1	No Response	33
28,000 - 32,999	1		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No. Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	72	4	7	2	3	48	17	12	0	6	13	8	0	29
Par. & Teachers Conf.	59	16	5	4	2	49	21	5	1	10	10	3	1	28
Plan Educ. Programs Based on Evaluation	22	40	9	10	3	24	41	13	1	8	13	9	2	22
Prepare Written Reports	74	2	5	4	2	55	10	8	3	10	4	4	1	34
Follow-Up	42	17	11	12	2	33	23	20	2	7	7	10	2	27
Apply Behav. Mod.	14	37	6	19	4	17	44	13	4	10	16	7	1	17
Group Counseling	25	10	4	38	3	38	24	8	6	14	11	6	2	20
Ind. Counseling	56	9	4	12	2	53	15	5	4	12	10	2	1	24
Stand. Group Testing	6	18	10	43	3	2	33	15	26	0	8	7	8	28
Eval. Spec. Schl. Prog.	15	29	8	27	2	15	45	14	4	5	18	8	2	20
Eval. Reg. Schl. Prog.	4	28	3	43	2	8	54	7	8	3	17	4	5	23
Res. (Exp. Designs in schools)	10	16	5	45	4	20	34	15	8	7	11	8	2	24
Res. (Survey Designs)	8	14	4	48	4	14	34	15	11	6	11	7	2	25
In-Service Training of Teachers	24	21	6	26	4	32	33	9	3	12	13	6	2	20

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

After each listed activity, circle the number of the one response in each of Columns A, B and C that best describes:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No new trend developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5thMost Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	39	11	4	1	1
Parent & Teacher Conf.	5	18	14	8	5
Plan Educ. Prog. Based on Evaluation	2	5	6	11	7
Prepare Written Reports	2	15	15	8	7
Follow-Up	0*	2	4	8	13

* "0" indicates that fewer than one (1) percent of the respondents checked an area.

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	29
1 - 5	51
6 - 15	10
16 - 49	7
50 & Above	0

* 3% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $ 6,999	0	$15,000 - $17,999	14
$ 7,000 - $ 9,999	6	$18,000 - Up	6
$10,000 - $11,999	10	No Response	33
$12,000 - $14,999	31		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	1	11	8
9 1/2	2	12	17
10	37	No Response	33
10 1/2	2		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	10	Separately Negotiated	13
Teacher's Schedule Plus Fixed Amt., etc.	32	Other Arrangements	3
Administrative Schedule	12	No Response	30

Thirty-six percent stated that their school system received specific state support for full time school psychologists while thirty-one percent said their's did not. (33% did not answer this question).

Ten percent stated that they were directors of pupil personnel programs in their school systems but 61% were not. (29% did not reply).

TABLE 24

Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	8%	6%	4%
Reg. Private Counsel. Service	8%	5%	4%
Occasional Priv. Diag. Serv.	14%	12%	4%
Occasional Priv. Counsel. Serv.	9%	5%	3%
Teach at College or University	18%	1%	5%
Work for Public Social Agency	4%	3%	3%
Part-time for another School District	3%	5%	3%
Work in a Reading Clinic	0%	0%	0%
Other	6%	4%	5%

TABLE 25

Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	48%	14%	38%
Part of Exp. for at least 1 State Meeting	28%	8%	64%
Total Expenses for at least 1 National Meeting	24%	25%	51%
Part of Expenses for at least 1 National Meeting	31%	13%	56%

TABLE 26

Student/Psychologist Ratio In The Employing School Districts of Respondents

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	3	8,000 - 8,999	0
1,000 - 1,999	14	9,000 - 9,999	0
2,000 - 2,999	19	10,000 -10,999	6
3,000 - 3,999	20	11,000 -11,999	0
4,000 - 4,999	2	12,000 -12,999	1
5,000 - 5,999	27	13,000 -13,999	0
6,000 - 6,999	2	14,000 -14,999	0
7,000 - 7,999	3	15,000 & Above	3

* Each school district was counted only once for this question.

SOUTHERN REGION
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE SOUTHERN REGION

Number of Psychologists reporting 243

TABLE 1
Employment Pattern of Southern Psychologists

Employment	Percentage
Self-employed	2
School System	58
State Dept. of Educ.	3
Mental Health Institute,Etc.	8
Teach at College or University	23
Did Not Respond	6

64% were males and 34% were females. (2% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	2
25 - 34	21
35 - 49	46
50 - 64	26
65 + Above	2
Did not respond	3

TABLE 3
Membership Patterns for Southern Respondents

Organization	Percentage
APA	64
State APA	60
NASP	28
CEC	22
APGA	21
State Sch. Psy. Assn.	49

TABLE 4

Highest Degree Earned

Degree	Percentage*
Bachelor's	2
Master's	23
Specialist's	1
Doctorate	5
Master's + 30	65

* 4% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. Two percent were working toward a Master's Degree.
b. Four percent were working toward a Specialist's Degree.
c. Two percent planned to work toward a Specialist's Degree.
d. Eleven percent were working toward a Doctorate Degree while twenty-nine percent were not.
e. Eleven percent planned to work toward the Doctorate Degree while twelve percent were not.
f. Fourteen percent stated they were undecided about working toward the Doctorate.
g. Sixty-three percent did not respond to this question.

During the past year 31% of the respondents elected a course for credit at a college or university while 65% did not. (4% of the data was unaccountable).

During the past two years 74% attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5

Utilization of Referral Services

Service	Percentage*
Family Services	61
Juvenile Court	27
Agency for Unwed Mothers	11
Diagnostic Clinic	66
Reading Clinic	61
Welfare Board	20
Private Psychologist	51
Private Psychiatrist	56
Dentention Home	7
Tutorial Service	54
Dentist	11

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	57
M. D. Neurologist	61
Institutionalization	35
M. D. Eye-Ear	43

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	34
Secondary Teacher	59
Counselor	42
Administrator	20
Visiting Teacher	4
School Psychologist	79
Speech Therapist	2
No Certification or License	7

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	31
Secondary Teacher	39
School Counselor	38
School Psychologist	76

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage
Bachelor's	Education	17
	Psychology	43
	Other	39
Master's	Education	28
	Psychology	57
	Other	7
Specialist's	Education	3
	Psychology	7
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage
Doctorate	Education	9
	Psychology	30
	Other	3

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	2
Master's	69
Specialist's	19
Doctorate	6

* 2% did not respond.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	45
Less than 10%	12
10 - 25%	13
26 - 50%	5
51 - 75%	2
76 - 100%	16
Did not respond	7

TABLE 11
Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	22
EPDA	4
NDEA	2
OEO	5
Other*	15
Did not respond	52

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

One hundred twenty-three people reported being involved in Federally Funded Programs. Table 12 shows the type of work they performed in those programs.

TABLE 12
Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	43
Instructor	15
Administrator	23
Coordinator	2
Research	7
Consultant	22
Counselor	5
Other	4

* Total percentage over 100% due to multiple responses.

TABLE 13
Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	3
Pre-School Consultation & Counseling	9
Elementary Consultation & Counseling	0
Secondary Consultation & Counseling	1
Group Procedures	0
Curriculum (Research & Development)	5
Remedial Programs	5
Training Programs (In-service)	14

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	14
Gifted Programs	0
Special Education	4
EMR in Regular Classes	0
Behavior Modification	2
Parental Programs	2
Community Programs - Socio-Economic	2
Community Programs - Drugs	0
Community Programs - Race	1
Community Programs - Anti-social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	2
Communication Groups or Programs	1
Research	7
Other	11
No Response	51

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	36
Educational Diagnosis	17
Projective Analysis	3
Preventive Procedures	1
Environmental Appraisal	1
Treatment Programs	5
Physiological Assessment	2
Counseling	8
Group Procedures	8
Prescriptive Teaching (specific)	4
Educational Programming (general-remedial)	24
Behavior Modification	17
Motivation & Social Modeling	0
Consultation	16
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	20
Minority Programs	0
In-Service Training	2
Communication (Rapport-Interaction)	20

(continued)

TABLE 14 (continued)

Skill	Percentage*
Research	5
Other	32
No Response	15

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	4
	Consultation	1
Programming	Specific	0
	General	3
	Coordination	2
	Guidance-Counseling	0
	Curriculum	2
Professionalism	Role & Function	8
	Competency	2
	Organizations	2
	Case Load	1
	Licensing & Certification	7
	In-service for Sch.Psych.	0
	Recruitment-Manpower	4
	Inter-Professional Relations	2
	Funding	3
	Training Programs-Assessment	10
	Training Prog. - Accreditation	2
	Ethics	0
	Public Relations	1
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	0
	Research	2
Other		10
No REsponse		46

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	59	Edcologist	0
Psychologist	7	Psyc. in the Schools	0
Pupil Personnel Service	0	Psychological Consultant	2
Educ. School Psychologist	5		
Psycho-educ. Specialist	1	Organizational Title (e.g. NASP)	1
Counselor Psychologist	0	Other	15
		No response	14

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	17
Town or Village	24
County	14
Combined District	14
No Response	31

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	1	33,000 - 37,999	1
3,000 - 7,999	1	38,000 - 57,999	3
8,000 - 12,999	3	58,000 - 97,999	15
13,000 - 17,999	2	98,000 -157,999	9
18,000 - 22,999	2	158,000 & Above	6
23,000 - 27,999	3	No Response	53
28,000 - 32,999	1		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No. Responsibility	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval.	51	6	11	4	9	38	20	16	2	4	19	10	1	22
Par. & Teachers Conf.	45	18	5	9	4	48	20	6	2	11	13	3	2	24
Plan Educ. Programs Based on Evaluation	19	32	7	16	7	17	45	12	1	5	19	4	2	20
Prepare Written Reports	56	3	9	10	7	42	13	12	7	7	6	6	2	28
Follow-Up	28	14	16	19	3	25	23	24	4	5	9	10	2	24
Apply Behav. Mod.	18	32	9	14	8	19	41	11	3	10	18	5	1	16
Group Counseling	18	14	6	34	6	28	26	12	4	7	14	6	3	16
Ind. Counseling	36	13	7	19	4	37	22	8	7	8	10	4	4	23
Stand. Group Testing	2	10	8	49	6	2	24	15	28	1	10	6	7	25
Eval. Spec. Schl. Prog.	7	23	5	36	4	10	46	12	5	4	19	6	1	20
Eval. Reg. Schl. Prog.	4	15	4	46	4	11	45	11	6	4	18	5	0	21
Res. (Exp. Designs in schools)	9	14	7	40	6	21	29	15	6	8	11	8	2	21
Res. (Survey Designs)	8	17	3	40	5	13	36	12	7	6	15	5	1	21
In-Service Training of Teachers	25	19	6	25	7	30	29	8	2	13	14	5	1	16

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

After each listed activity, circle the number of the one response in each of Columns A, B and C that best describes:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform	3. Coordinate-Administer	5. Teach area at University
2. Consultant	4. No role responsibility	6. No new trend developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	29	5	4	4	0*
Parent & Teacher Conf.	5	13	10	6	2
Plan Educ. Prog. Based on Evaluation	1	4	8	7	6
Prepare Written Reports	2	13	14	5	3
Follow-Up	0*	2	1	5	11

* "0" indicates that fewer than one (1) percent of the respondents checked an area.

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	46
1 - 5	20
6 - 15	24
16 - 49	8
50 & Above	0

* 2% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	2	$15,000 - $17,999	6
$ 7,000 - $9,999	12	$18,000 - Up	2
$10,000 -$11,999	14	No Response	48
$12,000 -$14,999	16		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	4	11	8
9 1/2	1	12	28
10	10	No Response	48
10 1/2	1		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	2	Separately Negotiated	8
Teacher's Schedule Plus Fixed Amt., etc.	26	Other Arrangements	2
Administrative Schedule	14	No Response	48

Twenty-four percent stated that their school system received specific state support for full time school psychologists while twenty-six percent said their's did not. (50% did not answer this question).

Four percent stated that they were directors of pupil personnel programs in their school systems but 50% were not. (46% did not reply)

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	3%	5%	2%
Reg. Private Counsel. Service	1%	1%	0%
Occasional Priv. Diag. Serv.	7%	9%	4%
Occasional Priv. Counsel. Serv.	8%	5%	2%
Teach at College or University	10%	0%	4%
Work for Public Social Agency	0%	1%	0%
Part-Time for another School District	0%	1%	2%
Work in a Reading Clinic	0%	0%	0%
Other	2%	3%	1%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	33%	13%	54%
Part of Exp. for at least 1 State Meeting	22%	9%	69%
Total Expenses for at least 1 National Meeting	21%	23%	56%
Part of Expenses for at least 1 National Meeting	21%	14%	65%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 62*

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	2	8,000 - 8,999	5
1,000 - 1,999	0	9,000 - 9,999	3
2,000 - 2,999	2	10,000 - 10,999	8
3,000 - 3,999	5	11,000 - 11,999	3
4,000 - 4,999	10	12,000 - 12,999	3
5,000 - 5,999	16	13,000 - 13,999	3
6,000 - 6,999	6	14,000 - 14,999	0
7,000 - 7,999	5	15,000 & Above	29

* Each school district was counted only once for this question.

MIDWESTERN REGION

RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE MIDWESTERN REGION

Number of Psychologists reporting 1320

TABLE 1

Employment Pattern of Midwestern Psychologists

Employment	Percentage
Self-employed	1
School System	79
State Dept. of Educ.	2
Mental Health Institute, Etc.	5
Teach at College or University	8
Did Not Respond	5

59% were males and 40% were females. (1% of the data was unaccountable).

TABLE 2

Age of Respondents

Age	Percentage
Below 25	4
25 - 34	29
35 - 49	46
50 - 64	18
65 & Above	1
Did not respond	2

TABLE 3

Membership Patterns for Midwestern Respondents

Organization	Percentage
APA	34
State APA	36
NASP	40
CEC	33
APGA	12
State Sch. Psy. Assn.	64

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	1
Master's	35
Specialist's	1
Doctorate	3
Master's + 30	58

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Six percent were working toward a Specialist's Degree.
c. Five percent planned to work toward a Specialist's Degree.
d. Fifteen percent were working toward a Doctorate Degree while fifty percent were not.
e. Thirteen percent planned to work toward the Doctorate Degree while twenty-six percent did not.
f. Twenty percent stated they were undecided about working toward the Doctorate.
g. Forty one percent did not respond to this question.

During the past year forty percent of the respondents elected a course for credit at a college or university while 58% did not. (2% of the data was not accounted for).

During the past two years 77% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker.

TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	70
Juvenile Court	30
Agency for Unwed Mothers	7
Diagnostic Clinic	68
Reading Clinic	51
Welfare Board	29
Private Psychologist	47
Private Psychiatrist	52
Detention Home	7
Tutorial Service	63
Dentist	15

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	65
M. D. Neurologist	69
Institutionalization	36
M. D. Eye-Ear	51

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	39
Secondary Teacher	54
Counselor	37
Administrator	20
Visiting Teacher	3
School Psychologist	88
Speech Therapist	2
No Certification or License	2

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	36
Secondary Teacher	40
School Counselor	36
School Psychologist	74

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	24
	Psychology	34
	Other	45
Master's	Education	36
	Psychology	56
	Other	6
Specialist's	Education	2
	Psychology	10
	Other	1

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	4
	Psychology	16
	Other	1

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9

Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	76
Specialist's	19
Doctorate	2

* 2% did not respond.

TABLE 10

Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	53
Less than 10%	21
10 - 25%	9
26 - 50%	4
51 - 75%	1
76 - 100%	6
Did not respond	6

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	27
EPDA	1
NDEA	1
OEO	5
Other*	6
Did not respond	60

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Five Hundred thirty eight people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	55
Instructor	6
Administrator	21
Coordinator	4
Research	5
Consultant	21
Counselor	8
Other	2

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	3
Pre-School Consultation & Counseling	9
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	0
Group Procedures	1
Curriculum (Research & Development)	3
Remedial Programs	4
Training Programs (In-service)	10

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	1
Gifted Programs	1
Special Education	8
EMR in Regular Classes	0
Behavior Modification	3
Parental Programs	3
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	2
Community Programs - Anti-social Behavior	0
Medical Programs	0
School Drop-outs (Research & Development)	0
Regional Programs (Research & Resources)	3
Communication Groups or Programs	0
Research	7
Other	7
No Response	52

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	38
Educational Diagnosis	18
Projective Analysis	4
Preventive Procedures	1
Environmental Appraisal	0
Treatment Programs	5
Physiological Assessment	2
Counseling	17
Group Procedures	9
Prescriptive Teaching (specific)	6
Educational Programming (general-remedial)	23
Behavior Modification	18
Motivation & Social Modeling	0
Consultation	7
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	23
Minority Programs	0
In-Service Training	4

(continued)

TABLE 14 (Continued)

Skill	Percentage*
Research	7
Other	25
No Response	14

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	1
	Educational Diagnosis	1
	Consultation	0
Programming	Specific	1
	General	1
	Coordination	0
	Guidance-Counseling	1
	Curriculum	2
Professionalism	Role & Function	14
	Competency	2
	Organizations	2
	Case Load	1
	Licensing & Certification	8
	In-service for Sch.Psych.	2
	Recruitment-Manpower	2
	Inter-Professional Relations	2
	Funding	4
	Training Programs-Assessment	5
	Training Prog. - Accreditation	3
	Ethics	1
	Public Relations	4
Prof. Knowledge	Drugs	0
	Anti-Social Behavior	0
	Educational Developments	1
	Research	2
Other		8
No Response		50

* Total percentage over 100% due to multiple responses.

TABLE 16

Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	64	Edcologist	0
Psychologist	7	Psyc. in the Schools	1
Pupil Personnel Service	1	Psychological Consultant	2
Educ. School Psychologist	4	Organizational Title (e.g. NASP)	2
Psycho-educ. Specialist	1	Other	7
Counselor Psychologist	0	No response	14

* Total percentage over 100% due to multiple responses.

TABLE 17

Type of School District in Which Respondents Worked

Unit	Percentage
City	37
Town or Village	5
County	14
Combined District	14
No Response	30

TABLE 18

Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	6	33,000 - 37,999	2
3,000 - 7,999	16	38,000 - 57,999	4
8,000 - 12,999	11	58,000 - 97,999	5
13,000 - 17,999	6	98,000 -157,999	4
18,000 - 22,999	3	158,000 & Above	2
23,000 - 27,999	4	No Response	35
28,000 - 32,999	2		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No. Responsibility	Personnally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	76	3	6	2	2	53	15	11	1	8	15	7	0	29
Par. & Teachers Conf.	62	14	5	5	1	53	22	4	0	12	10	3	0	32
Plan Educ. Programs Based on Evaluation	26	39	7	12	2	23	44	12	1	7	19	8	1	22
Prepare Written Reports	77	2	4	3	2	60	9	7	3	11	4	4	1	36
Follow-Up	46	14	10	14	2	37	22	18	2	10	9	9	2	27
Apply Behav. Mod.	18	42	6	16	2	19	45	12	3	11	21	9	1	15
Group Counseling	19	12	4	47	3	32	28	11	8	16	15	6	2	19
Ind. Counseling	49	13	4	18	2	46	22	5	5	15	10	3	3	24
Stand. Group Testing	8	13	12	49	3	3	29	15	32	1	9	7	10	29
Eval. Spec. Schl. Prog.	11	30	7	36	1	13	51	12	4	5	23	7	2	20
Eval. Reg. Schl. Prog.	4	21	3	54	1	7	56	7	9	4	25	4	3	22
Res. (Exp. Designs in schools)	11	14	6	50	2	21	36	14	8	10	15	9	2	21
Res. (Survey Designs)	9	13	5	51	2	15	37	13	10	8	14	8	2	22
In-Service Training of Teachers	27	21	5	29	2	35	34	7	3	16	16	5	1	18

*Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

After each listed activity, circle the number of the one response in each of Columns A, B and C that best describes:

Column A, Your present primary role as a psychologist or school psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)

Kinds of Role Responsibility

1. Personally Perform
2. Consultant
3. Coordinate-Administer
4. No role responsibility
5. Teach area at University
6. No new trend developing

TABLE 19 B

Percentage of Respondents Reporting on Most Time Consuming Roles

Activity	Most Time Consuming 1	2nd Most Time Consuming 2	3rd Most Time Consuming 3	4th Most Time Consuming 4	5th Most Time Consuming 5
Ind. Psych. Ed. Eval.	47	6	3	2	1
Parent & Teacher Conf.	3	18	19	9	3
Plan Educ. Prog. Based on Evaluation	1	4	9	13	6
Prepare Written Reports	1	23	15	8	5
Follow-Up	0*	1	4	9	16

* "0" indicates that fewer than one (1) percent of the respondents checked an area.

TABLE 20
Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	29
1 - 5	48
6 - 15	12
16 - 49	5
50 & Above	2

* 4% of the data not accounted for.

TABLE 21
School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	2	$15,000 - $17,999	10
$ 7,000 - $9,999	10	$18,000 - Up	2
$10,000 - $11,999	16	No Response	31
$12,000 - $14,999	29		

TABLE 22
Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	6	11	9
9 1/2	10	12	11
10	27	No Response	30
10 1/2	7		

TABLE 23
Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	8	Separately Negotiated	20
Teacher's Schedule Plus Fixed Amt., etc.	28	Other Arrangements	4
Administrative Schedule	11	No Response	29

Sixty-four percent stated that their school system received specific state support for full time school psychologists while six percent said theirs did not. (30% did not answer this question).

Nine percent stated that they were directors of pupil personnel programs in their school systems but 62% were not. (29% did not reply)

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	6%	6%	5%
Reg. Private Counsel. Service	4%	3%	2%
Occasional Priv. Diag. Serv.	13%	17%	9%
Occasional Priv. Counsel. Serv.	7%	6%	3%
Teach at College or University	13%	1%	5%
Work for Public Social Agency	2%	3%	3%
Part-Time for another School District	3%	6%	4%
Work in a Reading Clinic	0%	0%	0%
Other	3%	3%	5%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	47%	19%	34%
Part of Exp. for at least 1 State Meeting	26%	11%	63%
Total Expenses for at least 1 National Meeting	28%	29%	43%
Part of Expenses for at least 1 National Meeting	28%	16%	56%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 577*

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	3	8,000 - 8,999	3
1,000 - 1,999	6	9,000 - 9,999	0
2,000 - 2,999	11	10,000 - 10,999	5
3,000 - 3,999	18	11,000 - 11,999	0
4,000 - 4,999	3	12,000 - 12,999	1
5,000 - 5,999	35	13,000 - 13,999	0
6,000 - 6,999	4	14,000 - 14,999	0
7,000 - 7,999	4	15,000 & Above	7

* Each school district was counted only once for this question.

WESTERN REGION
RESULTS OF THE NATIONAL SURVEY OF SCHOOL PSYCHOLOGISTS FOR THE WESTERN REGION

Number of Psychologists reporting 806

TABLE 1
Employment Pattern of Western Region

Employment	Percentage
Self-employed	2
School System	84
State Dept. of Educ.	2
Mental Health Institute, Etc.	2
Teach at College or University	6
Did not Respond	4

56% were males and 43% were females. (1% of the data was unaccountable).

TABLE 2
Age of Respondents

Age	Percentage
Below 25	4
25 - 34	20
35 - 49	50
50 - 64	22
65 & Above	0
Did not respond	4

TABLE 3
Membership Patterns for Western Respondents

Organization	Percentage
APA	32
State APA	24
NASP	16
CEC	24
APGA	20
State Sch. Psy. Assn.	80

TABLE 4
Highest Degree Earned

Degree	Percentage*
Bachelor's	2
Master's	28
Specialist's	2
Doctorate	3
Master's + 30	63

* 2% of the data not accounted for.

Data regarding the current and future educational endeavors of the respondents indicated:

a. One percent were working toward a Master's Degree.
b. Two percent were working toward a Specialist's Degree.
c. One percent planned to work toward a Specialist's Degree.
d. Fifteen percent were working toward a Doctorate Degree while forty-nine percent were not.
e. Twelve percent planned to work toward the Doctorate Degree while twenty-five percent did not.
f. Twenty percent stated they were undecided about working toward the Doctorate.
g. Forty-three percent did not respond to this question.

During the past year forty-two percent of the respondents elected a course for credit at a college or university while 56% did not. (2% of the data was not accounted for).

During the past two years 78% of the members attended a continuing (three or more related meetings) organized professional development program at which they did not serve as a speaker

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TABLE 5
Utilization of Referral Services

Service	Percentage*
Family Services	75
Juvenile Court	27
Agency for Unwed Mothers	9
Diagnostic Clinic	70
Reading Clinic	50
Welfare Board	22
Private Psychologist	60
Private Psychiatrist	56
Dentention Home	7
Tutorial Service	54
Dentist	9

(continued)

TABLE 5 (Continued)

Service	Percentage*
M. D. General	67
M. D. Neurologist	69
Institutionalization	27
M D. Eye-Ear	41

* Percentage total over 100% due to multiple responses.

TABLE 6
Areas of Certification

Area	Percentage
Elementary Teacher	49
Secondary Teacher	50
Counselor	65
Administrator	24
Visiting Teacher	5
School Psychologist	94
Speech Therapist	2
No Certification or License	1

TABLE 7
School Experience

Type of Experience	Percentage
Elementary Teacher	43
Secondary Teacher	36
School Counselor	42
School Psychologist	82

TABLE 8
Major Fields of Degrees Earned

Degree	Major	Percentage*
Bachelor's	Education	21
	Psychology	41
	Other	40
Master's	Education	32
	Psychology	49
	Other	18
Specialist's	Education	1
	Psychology	14
	Other	2

(continued)

TABLE 8 (Continued)

Degree	Major	Percentage*
Doctorate	Education	4
	Psychology	16
	Other	1

* Percentage total may be over 100% due to some psychologists earning more than one of a particular type of degree.

TABLE 9
Minimal Degree Recommended for School Psychologists

Minimal Degree	Percentage*
Bachelor's	1
Master's	74
Specialist's	18
Doctorate	3

* 4% did not respond.

TABLE 10
Percentage of Regular Primary Employment Devoted to Federally Funded Programs

Time Devoted	Percentage
None	46
Less than 10%	25
10 - 25%	12
26 - 50%	4
51 - 75%	1
76 - 100%	6
Did not respond	6

TABLE 11

Percentage of Involvement in Specific Federal Programs

Federal Title	Percentage
ESEA	30
EPDA	1
NDEA	4
OEO	4
Other*	7
Did not respond	54

* The "Other" category included programs which due to the uniqueness of the titles reported, could not be placed under one of the listed Federal programs.

Three Hundred ninety-nine people reported being involved in Federally funded programs. Table 12 shows the type of work they performed in those programs.

TABLE 12

Type of Service Performed in Federal Programs

Service	Percentage*
Evaluator	52
Instructor	5
Administrator	10
Coordinator	3
Research	4
Consultant	24
Counselor	9
Other	1

* Total percentage over 100% due to multiple responses.

TABLE 13

Percentage of psychologists indicating type of Federal Programs Needing to be Promoted by School Psychology.

Program	Percentage*
Psychological Evaluation	1
Educational Evaluation	3
Pre-School Consultation & Counseling	7
Elementary Consultation & Counseling	2
Secondary Consultation & Counseling	1
Group Procedures	2
Curriculum (Research & Development)	4
Remedial Programs	4
Training Programs (In-service)	6

(continued)

TABLE 13 (Continued)

Program	Percentage*
Vocational Programs	2
Gifted Programs	1
Special Education	8
EMR in Regular Classes	1
Behavior Modification	3
Parental Programs	2
Community Programs - Socio-Economic	0
Community Programs - Drugs	1
Community Programs - Race	5
Community Programs - Anti-social Behavior	1
Medical Programs	0
School Drop-outs (Research & Development)	1
Regional Programs (Research & Resources)	4
Communication Groups or Programs	1
Research	9
Other	8
No Response	51

* Total percentage over 100% due to multiple responses.

TABLE 14

Identified Skills needed by School Psychologists to Adequately Serve Their Clientele

Skill	Percentage*
Psychological Diagnosis	31
Educational Diagnosis	16
Projective Analysis	4
Preventive Procedures	0
Environmental Appraisal	0
Treatment Programs	4
Physiological Assessment	2
Counseling	14
Group Procedures	11
Prescriptive Teaching (specific)	13
Educational Programming (general-remedial)	20
Behavior Modification	19
Motivation & Social Modeling	0
Consultation	12
Anti-Social Behavior Intervention	0
Drugs	0
Delinquency	0
Communication (Rapport-Interaction)	24
Minority Programs	1
In-Service Training	4

(continued

TABLE 14 (Continued)

Skill	Percentage*
Research	4
Other	28
No Response	15

* Total percentage over 100% due to multiple responses.

TABLE 15

Professional Concerns of School Psychology Needing National Attention

Areas	Needs	Percentage*
Skills	Psychological Diagnosis	2
	Educational Diagnosis	2
	Consultation	1
Programming	Specific	2
	General	1
	Coordination	0
	Guidance-Counseling	2
	Curriculum	1
Professionalism	Role & Function	16
	Competency	1
	Organizations	1
	Case Load	1
	Licensing & Certification	6
	In-Service for Sch.Psych.	1
	Recruitment-Manpower	1
	Inter-Professional Relations	1
	Funding	3
	Training Programs-Assessment	4
	Training Prog. - Accreditation	3
	Ethics	2
	Public Relations	4
Prof. Knowledg	Drugs	1
	Anti-Social Behavior	1
	Educational Developments	1
	Research	2
Other		10
No Response		46

* Total percentage over 100% due to multiple responses.

TABLE 16
Professional Title Which Should Designate School Psychological Personnel Nationally

Title	Percentage*	Title	Percentage*
School Psychologist	52	Edcologist	0
Psychologist	6	Psyc. in the Schools	0
Pupil Personnel Service	1	Psychological Consultant	4
Educ. School Psychologist	10	Organizational Title (e.g. NASP)	3
Psycho-educ. Specialist	2	Other	10
Counselor Psychologist	1	No response	15

* Total percentage over 100% due to multiple responses.

TABLE 17
Type of School District in Which Respondents Worked

Unit	Percentage
City	38
Town or Village	4
County	16
Combined District	19
No Response	23

TABLE 18
Student Enrollment For Employing School Districts of Respondents

Number of Students	Percentage	Number of Students	Percentage
Below 3,000	5	33,000 - 37,999	2
3,000 - 7,999	15	38,000 - 57,999	4
8,000 - 12,999	13	58,000 - 97,999	4
13,000 - 17,999	9	98,000 -157,999	1
18,000 - 22,999	5	158,000 & Above	5
23,000 - 27,999	4	No Response	29
28,000 - 32,999	4		

TABLE 19

Percentage of Respondents Reporting on Role and Function*

Activity	Present Primary Role Responsibility					Ideal Primary Role Responsibility				Direction of Change in Role Responsibility				
	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Teaching Respons.	Personally Perform	Consultant	Coord. and Adm.	No Responsibility	Personnally Perform	Consultant	Coord. and Adm.	No Responsibility	No New Trend Developing
Activity	1	2	3	4	5	1	2	3	4	1	2	3	4	6
Ind. Psych.-Ed. Eval-.	72	4	8	1	3	44	22	10	1	7	18	9	1	24
Par. & Teachers Conf.	61	14	4	5	1	50	22	5	1	12	12	3	1	29
Plan Educ. Programs Based on Evaluation	28	40	7	9	1	26	42	12	1	11	18	10	1	19
Prepare Written Reports	74	2	5	4	2	50	11	9	5	9	8	3	2	33
Follow-Up	46	18	8	11	1	36	25	15	2	8	12	8	1	26
Apply Behav. Mod.	20	43	7	12	2	19	45	12	1	12	23	11	1	12
Group Counseling	32	13	6	30	3	37	25	9	5	17	14	7	1	18
Ind. Counseling	53	10	6	14	2	43	23	6	5	13	12	3	2	24
Stand. Group Testing	6	15	13	47	3	0	27	17	31	1	10	8	8	29
Eval. Spec. Schl. Prog.	12	30	9	32	1	14	44	16	4	7	19	9	1	19
Eval. Reg. Schl. Prog.	4	20	4	52	1	10	49	9	10	5	20	6	2	23
Res. (Exp. Designs in schools)	10	14	7	48	3	23	31	15	6	10	13	9	2	21
Res. (Survey Designs)	8	13	5	51	3	14	34	15	9	7	12	8	2	23
In-Service Training of Teachers	30	21	6	24	2	32	31	12	1	15	16	7	1	17

* Respondents were asked to proceed according to the following directions in completing the Role and Function Chart:

Column A, Your present primary role as a psychologist or School psychologist.

Column B, The ideal primary role (i.e.) as you would like to see the role of the School psychologist.

Column C, The general change you see (if any) in the emerging role of the school psychologist in the field.

TABLE 19 (Continued)
Kinds of Role Responsibility

1. Personally Perform 3. Coordinate-Administer 5. Teach area at University
2. Consultant 4. No role responsibility 6. No New Trend Developing

TABLE 19 B
Percentage of Respondents Reporting on Most Time Consuming Roles

	Most Time Consuming	2nd Most Time Consuming	3rd Most Time Consuming	4th Most Time Consuming	5th Most Time Consuming
Activity	1	2	3	4	5
Ind. Psych. Ed. Eval.	42	8	4	3	2
Parent & Teacher Conf.	7	19	17	5	5
Plan Educ. Prog. Based on Evaluation	2	5	9	12	8
Prepare Written Reports	1	16	14	9	7
Follow-Up	1	1	5	9	12

TABLE 20

Number of Full Time Psychologists Employed In School Districts of Respondents

Number of Psychologists	Percentage*
0	22
1 - 5	48
6 - 15	20
16 - 49	6
50 & Above	2

* 2% of the data not accounted for.

TABLE 21

School Contract Salary of Respondents

Salary	Percentage	Salary	Percentage
$ 5,000 - $6,999	2	$15,000 - $17,999	17
$ 7,000 - $9,999	7	$18,000 - Up	7
$10,000 - $11,999	11	No Response	23
$12,000 - $14,999	33		

TABLE 22

Length of Regular School Contract Indicated by Respondents

Months	Percentage	Months	Percentage
9	8	11	7
9 1/2	8	12	11
10	35	No Response	22
10 1/2	9		

TABLE 23

Type of Salary Schedule Reported by Respondents

Schedule	Percentage	Schedule	Percentage
Teacher's Schedule	10	Separately Negotiated	7
Teacher's Schedule Plus Fixed Amt., etc.	38	Other Arrangements	2
Administrative Schedule	21	No Response	22

Thirty-two percent stated their school system received specific state support for full time school psychologists while forty-five percent said theirs did not. (22% did not answer this question).

Ten percent stated that they were directors of pupil personnel programs in their school systems but 69% were not. (21% did not reply)

TABLE 24
Professional Activities of Respondents Independent of Regular School Contract

Activity	Evenings	Saturdays	Summer
Reg. Private Diag. Service	5%	5%	4%
Reg. Private Counsel. Service	4%	3%	2%
Occasional Priv. Diag. Serv.	12%	11%	6%
Occasional Priv. Counsel. Serv.	12%	5%	4%
Teach at College or University	17%	1%	8%
Work for Public Social Agency	3%	1%	1%
Part-Time for another School District	1%	3%	4%
Work in a Reading Clinic	0%	1%	2%
Other	7%	3%	5%

TABLE 25
Reimbursement to Respondents for Attending Professional Meetings

Type of Reimbursement	Yes	No	No Response
Total Expenses for at least 1 State Meeting	42%	31%	27%
Part of Exp. for at least 1 State Meeting	39%	15%	46%
Total Expenses for at least 1 National Meeting	9%	53%	38%
Part of Expenses for at least 1 National Meeting	23%	39%	38%

TABLE 26
Student/Psychologist Ratio
In The Employing School Districts of Respondents
N = 358*

Students per each Psychologist	Percentage*	Students per each Psychologist	Percentage*
0 - 999	1	8,000 - 8,999	2
1,000 - 1,999	15	9,000 - 9,999	0
2,000 - 2,999	22	10,000 - 10,999	3
3,000 - 3,999	22	11,000 - 11,999	0
4,000 - 4,999	2	12,000 - 12,999	1
5,000 - 5,999	21	13,000 - 13,999	0
6,000 - 6,999	4	14,000 - 14,999	0
7,000 - 7,999	3	15,000 & Above	4

* Each school district was counted only once for this question